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TEACHER ROLE AND THE RURAL-URBAN CONTINUUM.

BY- MILLER, ROGER
MISSOURI UNIV., COLUMBIA

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THE RELATIONSHIPS BETWEEN COMMUNITY TYPE AND THE ROLE OF THE PUBLIC SCHOOL TEACHER WERE INVESTIGATED. THE SAMPLE INCLUDED FOUR COMMUNITY TYPES, REPRESENTING DIFFERENT DEGREES OF URBANIZATION--RURAL, SMALL CITY, SUBURBAN, AND URBAN. INTERVIEW RESPONSES WERE OBTAINED FROM 98 TEACHERS, 261 PEOPLE-IN-GENERAL, AND 67 SCHOOL OFFICIALS WHO INDICATED THEIR PERSONAL EXPECTATIONS WITH RESPECT TO A PREPARED LIST OF TEACHER BEHAVIORS IN CONTEXT. THE RESULTS WERE THEN COMPARED AND INTERPRETED FOR IMPLICATIONS TO BOTH THE TEACHER ROLE AND ROLE THEORY. PROJECT RESULTS REVEALED THAT RURAL-URBAN DIFFERENCES IN THE ROLE OF THE TEACHER WERE NOT SO DRAMATIC AS PREVIOUS STUDIES HAD REPORTED. RURAL PEOPLE SHOWED THAT THEY EXPECTED AND APPROVED A MORE RIGIDLY DISCIPLINED SCHOOL THAN DID THE URBAN RESPONDENTS. THE URBAN GROUP, HOWEVER, WAS MORE LIKELY TO ATTRIBUTE CONFLICTING COGNITIONS TO TEACHERS AND SCHOOL OFFICIALS FOR ITEMS IMPLYING THE EMPLOYEE-EMPLOYER RELATIONSHIP. ALL COMMUNITIES, ON THE OTHER HAND, FAILED TO APPRECIATE THAT TEACHERS WERE GENERALLY NOT INTERESTED IN SPEAKING OUT AT PTA MEETINGS. OVERALL FINDINGS SHOWED THAT THE PUBLIC IS HIGHLY AWARE OF TEACHER BEHAVIOR AND IS BASICALLY QUITE SATISFIED WITH THIS BEHAVIOR. HOWEVER, TEACHERS AND OFFICIALS APPEARED TO BE LESS SUCCESSFUL IN INFORMING THE COMMUNITY ABOUT THEIR EXPECTATIONS. THIS REPORT WAS WRITTEN AS A THESIS AND SUPPLEMENTS OTHER WORK ACCOMPLISHED UNDER COOPERATIVE RESEARCH PROJECT 371, ENTITLED "ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE." (JH)

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# TEACHER ROLE AND THE RURAL-URBAN CONTINUUM

A Thesis

Presented to

the Faculty of the Graduate School

University of Missouri

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

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Dr. Bruce J. Biddle, Thesis Supervisor

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TABLE OF CONTENTS


| CHAPTER | | PAGE |
|---|---|---|
| I | INTRODUCTION | 1 |
| | The Kansas City Study | 2 |
| | Role Theory as a Conceptual Tool | 2 |
| | Real world | 4 |
| | Persons | 4 |
| | Actions | 4 |
| | Backgrounds | 5 |
| | First-order cognitions | 5 |
| | Persons | 5 |
| | Actions | 6 |
| | Second-order cognitions | 7 |
| | Persons | 7 |
| | Actions | 7 |
| II | THEORY | 9 |
| | The Literature | 9 |
| | Community Differences | 12 |
| | The development of community concepts | 12 |
| | Rural and urban as ideal types | 13 |
| | Small cities and suburbs | 15 |
| | Hypotheses | 16 |
| III | METHODOLOGY | 19 |
| | The Sample Population | 19 |

| CHAPTER | | PAGE |
|---|---|---|
| | The Instrument | 21 |
| | Data Analysis | 22 |
| IV | RESULTS FOR VERIDICALITY | 24 |
| | Tables of Results | 24 |
| | Findings | 25 |
| | General | 25 |
| | Pupil control | 26 |
| | Noninstructional activities | 31 |
| | Summary | 36 |
| V | RESULTS FOR ACCURACY | 39 |
| | Tables of Results | 39 |
| | Findings | 39 |
| | Summary | 50 |
| VI | SUMMARY AND CONCLUSIONS | 55 |
| | Summary | 55 |
| | Veridicality | 55 |
| | Accuracy | 57 |
| | Unanticipated findings | 57 |
| | Conclusions | 60 |
| APPENDIXES | | 63 |
| | Appendix A | 64 |
| | Appendix B | 66 |
| | Appendix C | 76 |
| REFERENCES | | 104 |

## LIST OF TABLES


| TABLE | | PAGE |
|---|---|---|
| 1 | Number of Respondents, by Position, Interviewed in Each of Four Community Types . . . . . | 20 |
| 2 | Number of Significant Differences Between Own Cognitions Held by the Community and Reported Teacher Behavior, $p < .05$ . . . . . | 25 |
| 3 | Significant Differences Between Own Cognitions and Reported Teacher Behavior for Test and Study Supervision . . . . . | 27 |
| 4 | Significant Differences Between Own Cognitions and Reported Teacher Behavior for Classroom Deviancy Control . . . . . | 29 |
| 5 | Significant Differences Between Own Cognitions and Reported Teacher Behavior for Maintenance of General Order . . . . . | 30 |
| 6 | Significant Differences Between Own Cognitions and Reported Teacher Behavior for Structuring . . . . . | 32 |
| 7 | Significant Differences Between Own Cognitions and Reported Teacher Behavior for Nonteaching Maintenance Functions . . . . . | 33 |
| 8 | Significant Differences Between Own Cognitions and Reported Teacher Behavior for Self Enhancement . . . . . | 35 |

| TABLE | | PAGE |
|---|---|---|
| 9 | Significant Differences Between Own Cognitions and Reported Teacher Behavior at PTA Meetings . . . . . | 37 |
| 10 | Significant Differences Between Attributed and Own Cognitions for 30 Items by Community Type, Sentient-Object, and Cognition Type, $p < .05$ . . . . . | 40 |
| 11 | Significant Differences Between Attributed and Own Cognitions for Visiting Other Teachers . . . . . | 42 |
| 12 | Significant Differences Between Attributed and Own Cognitions for Supervising . . . . . | 43 |
| 13 | Significant Differences Between Attributed and Own Cognitions for Professional Activities and Discipline . . | 45 |
| 14 | Significant Differences Between Attributed and Own Cognitions for Certain Classroom Procedures . . . . . | 48 |
| 15 | Significant Differences Between Attributed and Own Cognitions for Miscellaneous Items . . . . . | 51 |


## LIST OF FIGURES


| FIGURE | | |
|---|---|---|
| 1 | Sample Item . . . . . | 21 |

# CHAPTER I

## INTRODUCTION

This study reports an investigation of relationships between community type and the role of the public-school teacher. The goal of the study was to evaluate teacher role in communities representing different degrees of urbanization. It was assumed that certain variations did exist and hypotheses were stated as to the nature of such differences. Teachers, school officials and the public-in-general from each of four community types were sampled. Respondents were asked their own and attributed cognitions for the teacher in thirty specific behaviors in content. Finally, the results were compared and interpreted for their implications for both the role of the teacher and role theory.

The study revealed that rural-urban differences in the role of the public school teacher were not so dramatic as previous studies have reported. Rural and small city people indicated that they expected and approved of a more rigidly disciplined school than did urban and suburban people. On the other hand, urban and suburban respondents were more likely to attribute conflicting cognitions to teachers and school officials for items implying an employee-employer relationship. All communities failed to appreciate that teachers were generally not interested in speaking out at P.T.A. meetings. Implications of these and other findings are discussed in later chapters of this report.

## The Kansas City Study

The current study is but one facet of a much larger investigation of the role of the public-school teacher that has been conducted over the past three years.[1] Original data were gathered in and around the Kansas City area. A series of monographs report the activities and findings of the study as a whole (Biddle, Rosenbranz, & Rankin, 1961). The project was multipurpose and involved various stages of data gathering. The particular phase of the program upon which this report is based will hereafter be known as the role study.

## Role Theory as a Conceptual Tool

Students of role theory have been keenly aware of the problems raised by poor and conflicting definition. Several authors have called attention to the ever increasing tide of terms and concepts being offered in the social psychological literature. Perhaps the first to call attention to this state of confusion were Bateman and Hughes (1952). More recently Vidaback (1955) has pointed out the continuing confusion of terms. Hays and associates have concluded that first among the important factors contributing to the scarcity of propositions in role theory is the "...lack of clearly defined terms... [and] informal and occasionally

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[1]The research reported here was a portion of a program conducted under contracts with the Cooperative Research Program, United States Office of Education, Department of Health, Education and Welfare at both the University of Kansas City and University of Missouri.

vague discussion of role-related concepts and processes..." (Haye, Bennett, Miller, & Riddle, 1961).

The literature is not without attempts to remedy the problem. Brookover (1955) and Bates (1956, 1957) have presented elaborate conceptual paradigms while Riddle (1961) has presented an encompassing system of role-related concepts. The latter two, while synthetic, are rather originally conceived. They were specifically designed and offered by their respective authors with an eye toward simplification and integration of terms and concepts.

For purposes of this paper, the Riddle system of concepts have been used. The definitions that follow have been presented in rather explicit form. It is the author's hope that such a practice will (a) promote maximum clarity in this report and (b) allow integration of these findings with other studies.

As conceived in this study, *a role* is a set of cognitions held for a person or position by himself or members of relevant alter positions. A position is a set of persons who for reasons of similar features, shared social space, or performance of similar functions in society, are treated similarly by others; and/or for whom a cluster of unique cognitions are maintained either by themselves or others. As implied here, one could separate certain unique roles of the individual from his role as a member of a position. However, this study treats positional members as units.

The role may be analyzed at more than one conceptual level. In the course of the present study three conceptual levels will have been

dealt with in varying combinations. These are the real world, first-order cognitions, and second-order cognitions. Each will be defined and discussed below. Due attention will be given persons, actions (including both behavior and cognitions), and background factors influencing each level.

Real world

The real world involves the overt or manifest conduct and non-active physical characteristics of individuals and their environment. These may be directly observed and confirmed by two or more judges. At this level of analysis, overt actions are manifest and noted but no attempt is made to infer causal relationships.

Persons. Each manifest behavior is performed by a person who will be known as the object. Those individuals, groups, or things toward which the objects behavior is directed become the target. In most cases we are concerned with social targets but non-social targets are sometimes pertinent.

Inasmuch as behaviors are frequently performed in the presence of others, it is helpful to describe those persons who witness the object-target interaction as the audience. While role studies sometimes ignore the effects of social environment, it cannot be denied that those present do influence behavior.

Actions. In the real world, actions are limited to a single class of events known as behaviors. A behavior is an event bounded in time and consisting of a meaningful action or interrelated series of

actions. They are overt, observable and may be directed or non-directed. As previously indicated, behaviors may be oriented toward social or non-social targets.

Backgrounds. Events of the real world have little meaning unless seen in context. The audience is in one sense a background element. Settings, which refer to the immediate environment, and social situations, which are identified as recurrent and wholistic patterns of activities involving the persons present in a given setting, represent the major background elements. More detailed distinctions, inappropriate to the current study, may be found in Barker (1954) and in (Biddle, Rosencrans, & Rankin, 1961).

First-order cognitions

This class of events forms the second level of role analysis. A cognition is any of a variety of reality or value oriented cognitive mappings assumed to be held by observers. They are first-order cognitions so long as the focus of these observations are limited to events of the real world. Events at the cognitive level are not 'real' in the conventional sense of having substance: they are hypothetical constructs or second-order abstractions. The measure of how well first-order cognitions reveal the phenomenon upon which they are based is veridicality. A highly veridical cognition reports with considerable fidelity the happenings of the real world.

Persons. The object-target phenomena has previously been introduced as a part of real world activity. Statements involving first-order

cognitions make necessary the introduction of an additional person, one who cognizes. A subject is the person presumed to hold cognitive mappings related to real world situations and to the behaving social object(s).

Actions. At this level of analysis all action is cognitive activity pertaining to the real world, i.e., behaviors and backgrounds. Two basic types of cognitive activity may be noted. Expectations, the first of these, are simply evaluations of subjective probability. For example let us assume that a teacher (subject), upon observing his class taking a test, may speculate that a particular student 'X' (one of many objects) will be the first to hand in his paper. This expectation is based on past experience with this group of students. The expectation of 'X' being first does not imply approval or lack of approval.

The second type of cognitive activity involves the formation and holding of norms. Norms are value-oriented cognitions of how the subject desires an object to behave. Norms may be both positive and negative and therefore must be provided with the appropriate prefix. The range of a given behavior may be such that a moderate amount of the behavior is highly approved and either small amounts or great amounts of the behavior are strongly disapproved. The speed at which one drives his automobile or the frequency with which one extends 'dinner and bridge' invitations to a friend are examples. Very little of either of these may result in others seeing us as either 'over cautious' behind the wheel or 'not very social' in the other case. Other behaviors are of the type where one pole is met with strong positive norms and the

other pole represents the amount of the behavior that is met by strong negative norms. The school teacher must surely hold such norms for the amount of attending school performed by pupils during the school year.

Second-order cognitions

This class of events constitutes the third and final level of role analysis used in this study. Like first-order cognitions, cognitions of the second order are also abstractions of the second order and deal indirectly with real world events. The difference is that second-order cognitions represent the attribution of first-order cognitions to others. In this respect, how well the second-order cognitions reveal the phenomena upon which they are based is necessary. The highly accurate cognition reports with considerable fidelity the content of some other persons view of the real world or another cognitive phenomena.

Persons. The addition of attributed cognitions introduces an additional person to the system. The person who holds second-order cognitions continues to be identified as the subject, as was the case with first-order cognitions. However, that person to whom the cognition is attributed will be known as the sentient-object.

Actions. At this level of analysis all action is again cognitive but this time it pertains to the first-order cognition of others. The terms attributed expectations, attributed positive norms, and attributed negative norms are used to designate second-order cognitions.

This certainly does not exhaust the possible dimensions of role analysis. However, additional concepts are not germane to the present

discussion. The interested reader is directed to Riddle (1961) for a much broader review of enzymes suitable for rnase analysis.

# CHAPTER II

## THEORY

The following discussion will review the literature relevant to the problem of community type and teacher role, propose a continuum of community types, and state three hypotheses relating the community types to variations in teacher role.

### The Literature

The public-school teacher has frequently been the subject of social research. Aside from being a captive audience, the American teacher represents a position of importance in our society as well as one subjected to criticism and contradictory demands. Furthermore, the role concept has been responsible for a number of studies concerning the teacher.

Many articles dealing with the teacher have been empirical exercises in identifying characteristics of ideal teachers rather than those of real teachers (Bird, 1917; Champlin, 1931; Clinton, 1930; Ballello, 1955; and Davies, 1933). Such studies usually involve the ranking of a list of undefined traits thought to represent the ideal teacher. Students are most often the respondent population for these studies. This kind of 'ideal' trait is not to be confused with the properties of the positive norm as used here and described in detail by both Jackson (1960, 1962) and Biddle (1961).

Studies dealing specifically with expectations or norms for the

teacher role have been inclined to choose community backgrounds for study rather than in-school settings (Beale, 1956; Calloway, 1952; Cook, Almack, & Greenlee, 1936; Greenlee, 1940; and Story, 1950). To be sure, these studies are dealing with those aspects of the teachers role performance most visible to adults. However, the preponderance of such studies tends to deprive the behavior of teachers on the job of its proper significance.

One research economy that provides much opportunity for error is that of asking teachers to attribute norms and expectations to the community or public-in-general. Each of the five studies cited above used this method. However, the responses were not treated as attributed cognitions but as the real cognitions of the population to which they were attributed. Both teachers and pupils have been found to be quite inaccurate in attributing cognitions to others (Biddle, Rosenthal, & Rankin, 1961; Doyle, 1958). Teachers particularly tend to see administrators and the community as desiring and expecting a more conservative and restrictive set of social behaviors than are actually desired or expected by these positions.

Peripherally related is a study by Getzels and Guba (1955). The authors studied several personal and social characteristics of teachers as they were related to the teachers inclination to attribute a consensus to the community for teacher behavior. It was found that teachers were more inclined to see the community in consensus when they were teaching in the same type of community in which they were reared. This would imply that a certain socialization bias affected the second-order

cognitions of teachers as adults.

Studies of the role of the teacher which involve spheres with community size have been reported by both Beale (1956) and Calloway (1951). As previously indicated, community settings were used. Beale's study, based on reports of teachers experiences and school board policy of both a formal and informal nature, indicated that rural communities were relatively more conservative in their norms for teacher behavior. Calloway's survey of Missouri teachers indicated that norms, as attributed by teachers to their respective communities, were restrictive in an inverse relationship to community size.

What is perhaps the most extensive study of any role to be published thus far is that of the school superintendent reported by Gross, Mason, and McEachern (1958). This study reported, among many other things, that school board members in urban communities achieved less consensus on the role of the superintendent than did school board members in small cities. However, the author attributed this finding to the fact that urban boards have more members than do their rural and small city counterparts.

In summary, it would appear that when dealing with rural and urban differences in the role of the public school teacher, speculation is as abundant as evidence. Those studies that are available tend to deal with the teacher either ideally or concentrate on community activities of the teacher, rather than school behaviors. The result is little information of how the teacher behaves or how the community reacts to the

teacher's performance. Furthermore, these studies are inclined to deal with norms attributed to the community by teachers and pupils while it has recently been demonstrated that this data is not reliable. It would appear that the relationship between the nature of cognitions held by community respondents and community type remains an open question.

## Community Differences

### The development of community constructs

As a social phenomenon, urbanism has traditionally been cast as a peculiar lifestyle characterized by certain practices and certain personality traits that tend to accompany the concentration of population in highly industrialized societies (Wirth, 1938). The growth and development of theory related to urbanism can hardly claim a long history. Not only are sociologists and social psychologists still looking for comprehensive theories in this area, but the phenomenon itself is of relatively recent origin (Davis, 1955; Hartindale, 1958).

One characteristic of several theoretical treatments of rural and urban cultures is their reliance upon opposing polar constructs. Listing the rural element first, a partial list of such roughly equivalent concepts might include: Maine's society of status and society of contract, Weber's traditional and rational authority, Tonnies's *Gemeinschaft* and *Gesellschaft*, and Redfield's folk and urban societies. Even Reisman's inner-directed and other-directed personality types have been suggested as essentially similar notions (Peterson, 1961, p. 131).

Rural and urban as ideal types

There is good precedent for polar constructs such as those just mentioned. Max Weber, who introduced ideal types to sociology, saw them as conceptual tools capable of dealing with the complexities of society. As originally defined, the ideal type was created by

> ...the one sided accentuation of one or more points of view and by the synthesis of a great many diffuse, discrete, more or less present and occasionally absent concrete individual phenomena, which are arranged according to those one-sidedly emphasized viewpoints into a unified analytic construct (Weber, 1949, p. 90). (Italics in original.)

As Weber used ideal types, a number of individual representative cases were generalized to meet the need of a synthetic science. Those aspects which appeared to be common, genetic, and causally relevant were amplified to form an ideal-typical example of their commonality. The result is a notion of utopian proportions which is not entirely representative of a single empirical example (Weber, 1949, pp. 90-93).

Both the heuristic and expository values of such constructs can be seen. Being normative, general and conceptually pure, they are well fitted to exposition. However, as a heuristic aid certain problems of operationalizing have hampered the utility of ideal types (Stephenson, 1961). Some criticisms, with special reference to the rural-urban polarity, are discussed below:

1. A major difficulty in operationalizing the rural-urban polarity is the fact that students appear quite incapable of agreeing upon just what constitutes the basis of such differences. While it is generally assumed that the

differences are of degree, i.e., a continuum is said to exist, a survey of relevant literature has revealed little agreement on the basic dimensions of the continuum (Dewey, 1960).

2. The second problem is that of oversimplification, i.e., the rural-urban continuum may represent more than a single polarity. As conceived in the literature, it is composed of multiple factors and probably multiple ones as well (Dewey, 1960).

The gross oversimplification in casting up two opposing types features the implicit assumption that each factor varies positively with the other. This may not be the case.

Dewey has extrapolated five primary referents from Wirth's (1938) definitive paper which seem to underlie most of the thinking on rural and urban differences. The following five factors seem to vary with size and density of populations:

← Rural — { (a) Anonymity. (b) Division of labor. (c) Heterogeneity, induced and maintained by (a) and (b). (d) Impersonal and formally prescribed relationships. (e) Symbols of status which are independent of personal acquaintance (Dewey, 1960, p. 60). } — Urban →

Of course the entire notion is quite relative. For example, in this modern era of mass communication, the life styles of American rural areas

are undoubtedly much more urban than those of city dwellers in some underdeveloped areas of the world (Davis, 1955). Furthermore, the differences that have previously been attributed to ruralness as a life type may actually be more characteristic of farmers as (a) an occupational group and (b) people of low education. Both the homogeneity of rural areas and the educational standards of rural areas are being sharply modified. The result is a diminishing difference in the attitude and value-systems of rural and urban peoples (Nelson, 1957).

**Small cities and suburbs**

The problem of dealing with rural and urban differences is not great when one is treating the relationship as a simple two-point scale. However, if one attempts to expand a rural-urban continuum to a four point scale, including small cities and suburban areas, intercommunity differences are somewhat more obscure. For example, suburban communities have been depicted by Davis (1955) as superurban, the product of excessive urbanization. However, recent studies of suburban areas render this analysis inadequate. While suburbanites may accept the impersonal-material orientation of urban dwellers, they have also been found to share characteristics of less urban living styles. Greer (1960) has indicated that suburban families tend to be quite child centered. Whyte (1957) has illustrated how a great deal of community participation and awareness are also to be expected in suburbia.

There have been several critics of suburban life in the past few years, Whyte (1957) being a prime example. One major criticism of such

writers has been their failure to consider how very different are life styles in various suburban areas. Recognizing this, there is still some indication that ideas and attitudes do vary in a general way that seems to be linked to the different patterns of living characterized by the various community types. The intention of this study is simply to see if some systematic differences can be isolated that would characterize the orientation of persons living in rural, small city, suburban and urban communities toward the public-school teacher. For the purpose of making predictions it will be assumed that the four community types just cited represent, in that order, a from point rural-to-urban continuum.

## Hypotheses

Assuming the validity of the discussion of community by Wirth and the dimensions derived from it by Dewey, above, the gross effect of these differences appear to be that the local area is of decreasing importance as one goes from more primary to mass communities (Greer, 1960). The resulting depersonalization and decline of external control that accompany mass society leads to the lessening of restrictions of a particularistic nature.

> Thus the variations in urbanization, and in local community participation...can be understood as part of the larger-scale process which...releases much time, expenditure, and behavior from community enforced norms. The larger scale society is, in this sense, one of emerging freedoms (Greer, 1960, p. 230).

This is consistent with the studies by Beals and by Calloway cited above. These findings imply the following relationships between role variables and community type:

Hypothesis I - The larger the community the less veridical are expectations held by community members for the public-school teacher.

Hypothesis II - The larger the community the less restrictive are norms held for the public-school teacher.

Attributed cognitions appear to demand somewhat different treatment than that just given first-order cognitions. There is evidence that people systematically attribute to others less accurate cognitions about teacher behavior than they personally hold for the same behavior. This persisting bias is one toward a conservative view of the teacher role and has been described as pluralistic ignorance (Biddle, Rosencrans, Tomich, & Twyman, 1962). This suggests that some stereotypic factor is at work. The broader cultural analysis of public education would seem to lend credence to this idea.

Znaniecki (1940) described the public schools and teachers as institutions directly serving the maintenance and future welfare of society through assuring the personal progress of youth. It is proposed here that there exists a uniform and broadly held stereotype of the relationship between the 'authorization' (people-in-general), 'leadership' (school officials), and 'implementers' (teachers) of public education. If valid, this stereotype would hold throughout the culture and would not be a function of community type. Thus, the following hypothesis dealing with attributed cognitions:

Hypothesis III - There is no relationship between community size and the accuracy of second-order cognitions.

# CHAPTER III

## METHODOLOGY

### The Sample Population

The population of the Role Study was a sample representative of the Greater Kansas City Area. Boundaries of this region may be defined as the outer limits of the five counties which overlap the central urban hub of Kansas City, Missouri; Kansas City, Kansas; and North Kansas City, Missouri. Counties included in this area are Jackson, Platte and Clay in Missouri; Johnson and Wyandotte in Kansas.

To provide a sample representative of the area, certain information was obtained about each of the 406 public schools within the five county area. This information included the state, county and community type[2] in which each school was located; the number of teachers and pupils in each school; and the grade levels served by each school. A representative sample was then chosen from 50 schools in the area. Individual respondents were chosen from school list by random techniques. Interviews were obtained from 68 percent of the potential respondents. Reported here are the interview responses of

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[2]Communities were divided into four types. Urban communities consist of the old, well-established center of the metropolis. Suburban communities are newer, often across county or river lines, but still integrated into the metropolis by local bus lines, mail delivery, etc. Small city communities lie outside of the integrated metropolis and are larger than 15,000 inhabitants. Rural communities also lie outside the integrated metropolis but have fewer than 15,000 people.

98 teachers, 261 people-in-general, and 67 school officials (principals, supervisors, and superintendents). Table 1 shows n's and percentages of respondents in each category.

Table 1

Number of Respondents, by Position, Interviewed in Each of Four Community Types

| Community Type | Teachers (n) | Teachers (%) | People-in-General (n) | People-in-General (%) | School Officials (n) | School Officials (%) |
|---|---|---|---|---|---|---|
| Rural | 9 | 9.2 | 26 | 10.0 | 8 | 12.0 |
| Small City | 12 | 12.2 | 28 | 10.7 | 10 | 14.9 |
| Suburban | 31 | 31.6 | 91 | 34.9 | 21 | 31.3 |
| Urban | 46 | 47.0 | 116 | 44.4 | 28 | 41.8 |
| Total: | 98 | 100.0 | 261 | 100.0 | 67 | 100.0 |

It is apparent that such a sample fails to give representation to some positions which exist in the community. For example, childless adults not employed in the school system are excluded. However, if it were possible to interview a proportional representation of all positions in the community, such a sample would not necessarily represent decision-making power or influence on teacher behavior. It was felt that proportional representation from each community type should be selected for all positions. Table 1 indicates that while the size of the various subsamples varied, the proportion of each sample coming from each of the

four community types was fairly constant.

## The Instrument

Items used in the study consisted of a list of teacher behaviors in background. Respondents were directed to indicate their personal expectations, positive norms, and negative norms for the behaviors; and to attribute similar cognitions for the same teacher behaviors to people-in-general, school officials, and teachers. All cognitions were pre-coded 5 point scales of the type illustrated in Figure 1.

| | | |
|---|---|---|
| (1) | A great deal of watching | 5 |
| Watching people during study period | A lot of watching | 4 |
| I expect that during a public school | A moderate amount of | 3 |
| study period most teachers would do: | A slight amount of | 2 |
| | Little or no watching | 1 |

Fig. 1. Sample Item

Items of behavior used in the instrument came from a preliminary study using open-ended questions. Items selected were those given frequently and those indicating role conflict through disagreement among respondents to the preliminary study.

To reduce respondent fatigue, the 50 items of teacher behavior used in the study were issued in five forms of 10 items each which were randomly distributed. The ten items were arranged on eight consecutive pages with respondents marking their own and the three attributed expectations on pages one to four. Pages five to eight were similarly ordered except that space was provided to mark both positive and negative norms with a single reading of each item. Teachers were provided a

ninth page on which they indicated the amount of the behavior they actually performed.

Unfortunately, the combination of a clerical error and an unusually snowy winter resulted in serious undersampling of Forms D and E. For this reason, only the 30 items of Forms A, B, and C are reported here. The interested reader will find all of Form A, and a sample page of Forms B and C, reproduced in Appendix C.

The use of three forms required the sample, as described in Table 1, to be divided into three approximately equal groups. Where community respondents were attributing cognitions to teachers and school officials, samples of the latter groups were not always large enough to permit statistical comparison with the appropriate group of community respondents. Since Willis and Riddle (1961) have shown that these samples demonstrate considerable homogeneity, both the teacher and school official samples were lumped, ignoring community type, to provide a combined own cognition for these positions. It was not anticipated that this procedure will have any great effect upon the data analysis.

## Data Analysis

After recording the cognition responses and identification data on IBM cards, all additional processing was done by machine. Contingency tables were prepared by community type for each item, object or sentient-object, and cognition type. The printing of contingency tables with

appropriate row, column, and grand totals, was done on a standard IBM-402 tabulator. By means an IBM-514 summary punch, it was possible to punch secondary cards for each row of the contingency tables in a single operation (Riddle & Simpson, 1961). Data comparisons were then made from two-line, five-column subtables. Lines A and B represented the frequency of response for the two groups being compared while columns one to five were equivalent to the five point scale upon which each cognition or behavior had been reported.

Because the assumption of interval scales could not be justified, the Mann-Whitney U test was used for all test of significance. The 'U' test is used to compare the significance of the difference between means of two samples where ordinal data are involved. In this sense, it is the nonparametric equivalent of the 't' test. For large samples, the Mann-Whitney deviate, $z_U$, functions as a normal deviate. When the sum of the frequencies of the two rows of the subtable were less than 20 the Riddle and Simpson (1961) tables of critical values were used. Critical values used were those applying to two-tailed test since directed hypotheses were not tested.

Computations were made on a Burroughs Datatron computer. This operation was of considerable value because 1440 $z_U$'s were computed and printed at the rate of 10 per minute. The yield of significantly different comparisons from this procedure was 230, or 19.4 percent of 1440, at $p < .05$ or less.

# CHAPTER IV

## RESULTS FOR VERIDICALITY

This chapter presents the results of comparing own cognitions and reported teacher behaviors for thirty items of the test instrument. The data are presented in a series of tables. Trends and findings are discussed.

### Tables of Results

The raw data of this chapter consist of a series of responses by community members and school teachers grouped by community type. Community respondents were asked to indicate, on a five point scale, how much of a given behavior they expected, most liked, and least liked teachers to do. Teachers indicated the amount of the behavior they actually performed on the same scale. Mean cognitive responses of community respondents and mean behavior responses of teachers may be found in Appendix B.

Table 2 is a summary of the differences significant at $p < .05$ between community held cognitions and teacher behavior. The method of establishing these significant differences was discussed in the preceding chapter.

Tables 3 to 9 present these differences by individual item. These tables report signed mean differences and their level of significance for 26 items of the test instrument, grouped into seven categories of similar content. Items included here represent those for which it

was reasonable to assume nonrandom significant differences. But included were six items which failed to produce more than a single significant comparison, $p < .05$.

## Findings

### General

A summary of significantly different comparisons between own cognitions and teacher behaviors, Table 2, has failed to indicate any

Table 2

Number of Significant Differences Between Own Cognitions Held by the Community and Reported Teacher Behavior, $p < .05$

| Community Type | Expectation | Positive Norm | Negative Norm | Total |
|---|---|---|---|---|
| Rural | 4 | 4 | 20 | 28 |
| Small City | 5 | 4 | 19 | 28 |
| Suburban | 3 | 2 | 21 | 26 |
| Urban | 3 | 3 | 22 | 28 |
| Total | 15 | 13 | 82 | 110 |

clear differences between community types. Cognitions held by each community type appeared to be equally veridical. A general picture of satisfaction with the teachers performance is indicated by the table.

The teacher was infrequently deviant from what the community expected and liked. The teacher was often deviant from the amount of each behavior the respective communities disliked. Generally, veridical perception of teacher behavior seemed to be the case.

Pupil control

Table 3 indicates uniform approval of teachers behavior and only occasional nonveridical expectations for test and study supervision.

Table 4 reports items dealing with control of deviant behavior in the classroom. Findings include:

1. Rural respondents both expected and approved of teachers seldom ignoring pupils misbehaving in the classroom.
2. Small city respondents expected teachers would threaten pupils misbehaving in the classroom significantly more often than was the case.

Apparently small city and rural respondents anticipated a more rigidly controlled classroom than either suburban or urban people expected.

Table 5, which reports results for items dealing with maintenance of general order, supported this interpretation. Included in the findings were:

1. Rural respondents expected teachers to do more policing of the halls. They also approved of disciplining pupils more during basketball games and, we would assume, similar school activities.

Table 3

Significant Differences Between Own Cognitions and Reported Teacher Behavior for Test and Study Supervision

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (1) Watching pupils during study period | | | |
| Rural | -- | -- | -2.11*** |
| Small City | -- | -- | -2.14*** |
| Suburban | -- | -- | -1.74*** |
| Urban | - .44* | -- | -1.52*** |
| Item (2) Supervising pupils in a classroom test | | | |
| Rural | -- | -- | -2.47*** |
| Small City | - .73* | -- | -2.37*** |
| Suburban | -- | -- | -2.36*** |
| Urban | -- | -- | -2.20*** |
| Item (5) Keeping pupils quiet in the library | | | |
| Rural | + .50* | -- | -2.71*** |
| Small City | -- | -- | -2.35*** |
| Suburban | -- | -- | -2.68*** |
| Urban | -- | -- | -2.60*** |

Note: For the remainder of tables in this chapter: * = $.01 < p < .05$, ** = $.001 < p < .01$, *** = $p < .001$.

Table 3 (continued)

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (12) Watching for cheaters during a classroom test | | | |
| Rural | -- | -- | -- |
| Small City | -- | -- | -- |
| Suburban | -- | -- | -- |
| Urban | -- | -- | - .93** |
| Item (22) Leaving the room during a classroom test | | | |
| Rural | -- | -- | +3.80*** |
| Small City | -- | -- | +3.63*** |
| Suburban | -- | -- | +3.97*** |
| Urban | -- | -- | +2.97** |

Table 4

Significant Differences Between Own Cognitions and Reported Teacher Behavior for Classroom Deviancy Control

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (6) Ignoring pupils misbehaving in a classroom | | | |
| Rural | - .62* | - .69* | +2.39*** |
| Small City | -- | -- | +2.14*** |
| Suburban | -- | -- | +2.37*** |
| Urban | -- | -- | +2.03*** |
| Item (24) Threatening pupils misbehaving in the classroom | | | |
| Rural | -- | -- | +2.70* |
| Small City | +1.56* | -- | -- |
| Suburban | -- | -- | +3.08*** |
| Urban | -- | -- | +2.34* |

Table 5

Significant Differences Between Own Cognitions and Reported Teacher Behavior for Maintenance of General Order

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (7) Policing the halls | | | |
| Rural | + .72* | -- | - .94* |
| Small City | -- | -- | -1.35** |
| Suburban | -- | -- | - .86** |
| Urban | -- | -- | - .95** |
| Item (8) Disciplining pupils during basketball games in gym | | | |
| Rural | -- | + .80* | -- |
| Small City | -- | -- | -- |
| Suburban | -- | -- | -- |
| Urban | -- | + .66* | -- |
| Item (19) Supervising on playground | | | |
| Rural | -- | -- | -2.11** |
| Small City | -- | + .66* | -2.40** |
| Suburban | -- | -- | -2.16** |
| Urban | -- | -- | -1.29** |

The latter was also true for urban respondents.

5.2 Small city people approved of more supervision of playground activities.

The preponderance of rural and small city disparities here tended to support the previous observation that the school was seen as a highly controlled social situation by those persons. There was also some indication of approval of this authoritarian approach.

Table 6, structuring, offers little additional information other than to indicate that rural and small city respondents were more likely to disapprove of giving pupils opportunity to explore during experiments in the laboratory.

Noninstructional activities

Table 7 reports a set of items dealing with certain nonteaching maintenance functions. Findings included the following:

7.1 Teachers were veridically seen by all as being cooperative with both other teachers and the school principal. This met with general approval.

7.2 There was a general atmosphere of encouragement for teachers to do their own studying and reading in the library, with the exception of respondents from small cities.

These findings have not indicated any particular community differences. The same may be said for item 23, doing menial tasks during a basketball game.

Table 6

Significant Differences Between Own Cognitions and Reported Teacher Behavior for Structuring

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (13) Having pupils sing solos during a classroom singing period | | | |
| Rural | -- | -- | +1.74*** |
| Small City | -- | -- | -- |
| Suburban | -- | -- | +1.90*** |
| Urban | -- | -- | +1.39** |
| Item (17) Allowing pupils to explore during experiments in the laboratory | | | |
| Rural | -- | -- | -- |
| Small City | -- | -- | -- |
| Suburban | -- | -- | -1.15** |
| Urban | -- | -- | - .30* |

Table 7

Significant Differences Between Own Cognitions and Reported Teacher Behavior for Nonteaching Maintenance Functions

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (10) Cooperating with other teachers in school | | | |
| Rural | -- | -- | -3.59*** |
| Small City | -- | + .27* | -3.59*** |
| Suburban | -- | -- | -3.41*** |
| Urban | -- | -- | -3.43*** |
| Item (15) Doing own studying and reading in the library | | | |
| Rural | +1.37** | + .72* | -- |
| Small City | -- | -- | +1.08* |
| Suburban | -- | + .65* | -- |
| Urban | -- | + .74* | -- |
| Item (20) Cooperating with the principal in school | | | |
| Rural | -- | -- | -3.50*** |
| Small City | -- | -- | -3.47*** |
| Suburban | -- | -- | -3.47*** |
| Urban | -- | -- | -3.13*** |

Table 7 (continued)

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (28) Doing menial tasks during basketball game in gym | | | |
| Rural | -- | -- | +2.93** |
| Small City | +1.39* | +1.24* | +2.70* |
| Suburban | -- | -- | +3.37** |
| Urban | +1.18* | -- | +2.84** |

Table 8 presents a set of items dealing with practices of a self-indulgent nature. These items revealed almost complete veridicality. All community types appeared to be strongly supportive in the area of self indulgence.

Table 9 consists of two items dealing with PTA meetings. For attendance there was little difference between communities. It does appear that suburban and urban respondents would encourage teachers to speak out more during PTA meetings.

Table 8

Significant Differences Between Own Cognitions and Reported Teacher Behavior for Self Indulgence

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (3) Singing during a classroom singing period | | | |
| Rural | -- | -- | -1.10* |
| Small City | -- | -- | -1.57*** |
| Suburban | -- | -- | -1.59*** |
| Urban | -- | -- | -1.74*** |
| Item (9) Visiting with other teachers on playground | | | |
| Rural | -- | -- | +2.02*** |
| Small City | -- | -- | +1.32* |
| Suburban | -- | -- | +1.41*** |
| Urban | -- | -- | +1.53*** |
| Item (11) Visiting with other teachers during study period | | | |
| Rural | -- | -- | +3.12*** |
| Small City | -- | -- | +2.94*** |
| Suburban | -- | -- | +3.05*** |
| Urban | -- | -- | +2.65*** |

Table 8 (continued)

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (18) Kibitzing during basketball game in gym | | | |
| Rural | -- | -- | +2.14*** |
| Small City | -- | -- | +2.30*** |
| Suburban | -- | -- | +2.07*** |
| Urban | -- | -- | +1.76*** |
| Item (21) Reading own book during study period | | | |
| Rural | -- | -- | +2.95** |
| Small City | -- | -- | +2.99** |
| Suburban | +1.30* | -- | +3.12*** |
| Urban | -- | -- | +2.28* |
| Item (23) Grading papers during a classroom singing period | | | |
| Rural | -- | -- | +3.43*** |
| Small City | +1.36* | -- | +3.20** |
| Suburban | -- | -- | +3.56*** |
| Urban | -- | -- | +2.39** |

Table 9

Significant Differences Between Own Cognitions and Reported Teacher Behavior at PTA Meetings

| Item/ Community Type | Expectation | Positive Norm | Negative Norm |
|---|---|---|---|
| Item (6) Speaking out at PTA meetings in the auditorium | | | |
| Rural | -- | + .39** | +1.60* |
| Small City | + .77* | +1.36*** | +1.64* |
| Suburban | + .93*** | +1.47*** | -- |
| Urban | + .68** | +1.22*** | +1.54** |
| Item (16) Attending PTA meetings in the auditorium | | | |
| Rural | -- | -- | -2.55*** |
| Small City | -- | -- | -2.12** |
| Suburban | -- | -- | -2.40*** |
| Urban | -- | -- | -2.18** |

## Summary

Findings indicate that respondents from all community types reported a veridical view of the teacher. Both expectations and positive norms were generally in agreement with teacher behavior. This was particularly true of the area of test and study supervision, teacher self indulgence, and cooperation with other teachers and the school principal.

Some community differences were observed. Rural and small city people expected and approved of a more structured and disciplined school situation. On the other hand, nonveridical expectations for teachers speaking out at PTA meetings were characteristic of respondents from more urban communities.

# CHAPTER V

## RESULTS FOR ACCURACY

This chapter reports the results of comparing cognitions attributed to certain sentient-object positions with cognitions actually held by those positions. In each case the object is the public school teacher. The sentient-objects considered here are people-in-general, school teachers, and school officials.

### Tables of Results

The accuracy of a second-order cognition depends upon how closely that cognition reflects its first-order counterpart. Table 10 is a summary of second-order cognitions which were significantly inaccurate at $p < .05$. Tables 11 to 14 present sets of individual items which share similar patterns of inaccurately attributed cognitions. Table 15 is made up of seven items which seem to share only a certain randomness. Not presented here are nine items which failed to generate more than two significant differences in the 36 comparisons of attributed cognitions made for each item in the study.

### Findings

Table 10 is a summary of attributed cognitions which are significantly different from the cognitions actually held by the appropriate sentient-object. Findings include the following:

Table 10

Significant Differences Between Attributed and Own Cognitions for 30 Items by Community Type, Sentient-Object, and Cognition Type, $p < .05$

| Community Type | People-in-General | | | Teachers | | | School Officials | | | Totals | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E | +N | -N | E | +N | -N | E | +N | -N | E | +N | -N |
| Rural | 1 | 1 | 1 | 8 | 8 | 4 | 6 | 4 | 4 | 15 | 13 | 9 |
| Small City | - | 2 | 1 | 5 | 6 | 5 | 6 | 7 | 3 | 11 | 15 | 9 |
| Suburban | 2 | 4 | 2 | 7 | 10 | 6 | 8 | 7 | 5 | 17 | 21 | 13 |
| Urban | 2 | 2 | - | 9 | 11 | 8 | 4 | 5 | 6 | 15 | 18 | 14 |
| Totals | 5 | 9 | 4 | 29 | 35 | 23 | 24 | 23 | 18 | 58 | 67 | 45 |

10.1 Community respondents attributed to people-in-general with great accuracy. Because the total number of significantly different comparisons did not exceed 5 percent of the comparisons computed for people-in-general, this category will not be considered further.

10.2 Respondents from the several community types had little understanding of what teachers and school officials liked and expected. They were a little more aware of what was disliked by these positions.

10.3 Rural and small city persons were slightly less

inclined to be in error than urban and suburban people.

10.4 Errors in attributing to teachers were encountered when dealing with what the teacher would like. Errors in attributing to school officials about teachers were encountered as often for expectations as for positive norms.

These general indicators do not offer firm evidence that systematic differences exist that are related to community type. More significant disparities were encountered for the suburban and urban respondents. However, their much larger n's may have affected the outcome.

Table 11 presents two items dealing with teachers visiting each other during the school day. Findings include:

11.1 All communities anticipated much more visiting during study periods than teachers really expected of their fellow teachers.

11.2 Teachers, and in one instance school officials, were thought to approve of teachers visiting with each other.

It was a common mistake of community respondents to feel that teachers often seek to gather together. One might interpret this attributed desire for escape from the children as a projection of the community respondents' own desires.

Table 12 consists of two items related to policing or supervision of pupils. These items involved neither instructional activity or active

Table 11

Significant Differences Between Attributed and Own

Cognitions for Visiting Other Teachers

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (9) Visiting with other teachers on playground | | | | | | | | | |
| Rural | -- | -- | -- | -- | + .53* | -1.43** | -- | -- | -- |
| Small City | -- | -- | -- | -- | +1.10*** | -1.62** | -- | -- | -- |
| Suburban | -- | -- | -- | -- | + .54* | -1.21** | -- | -- | -- |
| Urban | -- | -- | -- | -- | + .51* | -1.24** | -- | -- | -- |
| Item (11) Visiting with other teachers during study period | | | | | | | | | |
| Rural | -- | -- | -- | + .85*** | + .70** | -- | -- | -- | -- |
| Small City | -- | -- | -- | + .86*** | +1.05*** | -- | -- | +1.02** | -- |
| Suburban | -- | -- | -- | + .89*** | + .99*** | -1.20** | -- | -- | -- |
| Rural | -- | -- | -- | + .92*** | + .94*** | -1.23** | -- | -- | -- |

Note: Tables 11 through 15: * = .01 < p < .05, ** = .001 < p < .01, *** = p < .001.

Table 12

Significant Differences Between Attributed and Own

Cognitions for Supervising

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (1) Watching pupils during study period | | | | | | | | | |
| Rural | -- | -- | -- | + .66* | -- | -- | -- | -- | -- |
| Small City | -- | -- | -- | + .58* | -- | -1.18* | + .61* | -- | - .71* |
| Suburban | -- | -- | -- | + .63** | -- | -- | + .53* | + .72* | - .63* |
| Urban | + .52* | -- | -- | + .50* | -- | -- | -- | -- | -- |
| Item (7) Policing the halls | | | | | | | | | |
| Rural | -- | -- | -- | + .68* | + .70* | -- | + .52* | + .72* | -- |
| Small City | -- | -- | -- | -- | + .70* | -1.47* | + .86** | + .90** | - .94* |
| Suburban | -- | -- | -- | -- | + .69** | - .93* | + .60** | + .98*** | - .80* |
| Urban | -- | -- | -- | -- | -- | -- | -- | -- | -- |

discipline. It was interesting to note that urban people were generally quite accurate in attributing these cognitions while the suburban and small city respondents felt that both teachers and school officials would appreciate a 'watch dog' type of school.

Table 13 is made up of a set of six items dealing with two areas. The first three items relate to teacher participation in certain professional responsibilities and the last three treat discipline problems. The unifying factor here was the concentration of significantly erroneous cognitions among suburban and urban respondents. Findings include the following:

13.1 City and suburban people, more than nonurban people, failed to realize that teachers did not have a desire to express themselves before parent gatherings. Teachers were thought to expect more of this kind of participation of their fellow teachers. It should be remembered that these are professionals in a unique setting. The wrong statement by a teacher may be interpreted as an attempt to interpret the policy of the school administration. These functions, policy making and teaching, are carefully divided in the public schools.

13.2 Urban and suburban people thought the teacher was disinclined to cooperate with the principal. Note also that suburban respondents felt that school officials expected a greater degree of cooperation than is the case.

Table 13

Significant Differences Between Attributed and Own

Cognitions for Professional Activities and Discipline

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (6) Speaking out at PTA meeting in the auditorium | | | | | | | | | |
| Rural | -- | -- | -- | + .97*** | -- | -- | -- | -- | -- |
| Small City | -- | -- | -- | + .65* | -- | -1.06* | -- | -- | -- |
| Suburban | -- | -- | -- | + .95*** | + .52* | - .88* | -- | -- | -- |
| Urban | -- | -- | -- | +1.14*** | + .47* | -- | -- | -- | -- |
| Item (20) Cooperating with the principal in school | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | -- | - .23* | - .41** | -- | + .37*** | -- | -- |
| Urban | -- | -- | -- | - .33* | - .52** | -- | -- | -- | -- |
| Item (15) Doing own studying and reading in the library | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | + .92* | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | -- | -- | -- | -- | + .93* | + .94* | -1.46** |
| Urban | -- | -- | -- | -- | -- | -- | +1.00** | +1.07** | -1.24* |

Table 13 (continued)

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (8) Disciplining pupils during basketball games in gym | | | | | | | | | |
| Rural | -- | -- | -- | -- | + .61* | -1.37* | -- | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | -- | + .67* | + .76** | -1.34* | +1.02*** | + .93** | -- |
| Urban | -- | -- | -- | + .61* | + .74** | -- | + .66* | + .66* | -- |
| Item (12) Watching for cheaters during a classroom test | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | + .85** | + .90* | -1.22* |
| Small City | -- | -- | -- | -- | -- | -- | -- | + .97* | -- |
| Suburban | + .66** | + .52* | -1.19** | -- | + .49* | -1.47*** | +1.15*** | +1.33*** | -1.93*** |
| Urban | -- | -- | -- | -- | -- | -1.19** | +1.05*** | +1.17*** | -1.34** |
| Item (16) Telling misbehaving pupils in the classroom to stop talking | | | | | | | | | |
| Rural | -- | -- | -1.86* | -- | -- | -- | -- | -- | -1.50* |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | -- | + .54* | + .48* | -- | +1.08** | + .85** | -1.32** |
| Urban | -- | -- | -- | + .44* | + .63** | -- | +1.02** | + .96** | -1.36** |

13.3 The picture of a harsh task master is completed by the view held by suburban and urban people that school officials expect a teacher to do more studying and reading in the library.

13.4 Suburban and urban dwellers felt that school officials and teachers were more inclined to expect and approve of teachers performing those disciplinary activities indicated in items 8, 12, and 14 than was the case. The reader will observe that these items referred to active discipline but not to an aggressive or threatening discipline that might fall under the heading of punishment.

It is apparent that suburban and urban people have attributed parts of their own life style to the teacher. They see employee-employer conflict in studying and cooperating with the principal. Interestingly enough, they were oblivious to the dangers lurking for the teacher who oversteps the teaching role by commenting on policy matters.

Table 14 reports a set of four items dealing with classroom procedure. Findings include the following:

14.1 Rural people felt that both teachers and school officials are less inclined to ignore misbehaving pupils than is true.

14.2 Small city people felt that teachers and school officials approved of considerably more threatening of pupils who misbehave than is true. Urban

Table 14

Significant Differences Between Attributed and Own Cognitions for Certain Classroom Procedures

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (6) Ignoring pupils misbehaving in a classroom | | | | | | | | | |
| Rural | -- | -- | -- | - .53** | - .52* | -- | - .58* | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | + .73** | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | -- | -- | -- | -- | -- | - .80* |
| Item (24) Threatening pupils misbehaving in the classroom | | | | | | | | | |
| Rural | +1.41* | -- | -- | -- | -- | -1.43* | -- | -- | -- |
| Small City | -- | -- | -- | -- | +1.02** | -1.24* | +1.50** | +1.52*** | -- |
| Suburban | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | -- | -- | -1.44** | -- | +1.23** | -- |

Table 14 (continued)

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (21) Reading own book during study period | | | | | | | | | |
| Rural | -- | -- | -- | + .85* | + .89* | -- | -- | -- | -- |
| Small City | -- | -- | -- | +1.23** | +1.48*** | -- | + .96* | + .99* | -- |
| Suburban | -- | -- | -- | + .95* | + .71* | -- | -- | -- | -- |
| Urban | -- | -- | -- | +1.16** | +1.25** | -1.02* | -- | -- | -- |
| Item (23) Grading papers during a classroom singing period | | | | | | | | | |
| Rural | -- | -- | -- | +1.25* | + .80** | -- | -- | -- | -- |
| Small City | -- | -- | -- | +1.74*** | +1.28** | -- | +1.15* | +1.00* | -- |
| Suburban | -- | -- | -- | -- | + .66* | -- | -- | -- | -- |
| Urban | -- | -- | -- | + .82* | + .64* | -- | -- | -- | -- |

residents were inclined to make this same assumption with respect to school officials.

14.3 All communities, but particularly small cities and urban areas, felt teachers expected and approved of their colleagues using study periods to read something of interest to themselves. A similar impression was shared about activity periods such as classroom singing. In both cases the small city person felt these activities were also expected by school officials and met with their approval.

These items share a certain bias on behalf of small city people and, to a lesser degree, rural people.

Table 13 is made up of assorted items that generated very few significant disparities. None of these seven items have produced more than four significant disparities relating to the teacher or school official sentient-objects. These items represented no clear pattern but were presented here for the information of the reader.

## Summary

The findings for accuracy indicated that community respondents were not very aware of what school officials expect or approve of in teacher behavior. They were still less aware of what teachers expect and approve of in the behavior of *fellow* teachers. These errors were encountered more often in suburban and urban areas. However, the

Table 15

Significant Differences Between Attributed and Own

Cognitions for Miscellaneous Items

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (13) Having pupils sing solos during a classroom singing period | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | -- | + .63* | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | + .87* | -- |
| Suburban | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | -- | -- | - .92* | -- | -- | -- |
| Item (16) Attending PTA meeting in the auditorium | | | | | | | | | |
| Rural | -- | -- | -- | -- | + .58* | -- | -- | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | + .59** | -- | -- | -- | -- | + .38* | -- | -- |
| Urban | -- | + .43* | -- | -- | + .57* | -- | -- | -- | -- |
| Item (17) Allowing pupils to explore during experiments in the laboratory | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Small City | -- | +1.44* | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | + .85* | -- | -- | -- | -- | - .62* | -- |
| Urban | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Table 15 (continued)

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (19) Supervising of playground | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | + .42* | + .36* | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | -- | -- | -- | -- | -- | - .75* |
| Item (22) Leaving the room during a classroom test | | | | | | | | | |
| Rural | -- | -- | -- | + .47* | -- | -- | -- | -- | -- |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | + .40* | + .49* | -- | -- | -- | -- |
| Item (25) Choosing books for pupils in the classroom | | | | | | | | | |
| Rural | -- | -- | -- | -- | -- | -- | + .80* | -- | -2.36** |
| Small City | -- | -- | -- | -- | -- | -- | -- | -- | -1.86* |
| Suburban | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | -- | -- | -- | -- | -- | -1.55* |

Table 15 (continued)

| Item/ Community Type | People-in-General | | | Teachers | | | School Officials | | |
|---|---|---|---|---|---|---|---|---|---|
| | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm | Expectation | Positive Norm | Negative Norm |
| Item (28) Doing social tasks during basketball game in gym | | | | | | | | | |
| Rural | -- | +1.52** | -- | -- | -- | -1.15* | -- | -- | -2.57** |
| Small City | -- | + .90* | -1.50* | -- | -- | -- | -- | -- | -- |
| Suburban | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Urban | -- | -- | -- | -- | -- | -1.39* | -- | -- | -- |

larger n's of these samples may have influenced the number of significantly different comparisons to some degree.

Suburban and urban respondents were inclined to see a conflict of interest between school officials and teachers. This conflict centered on their relationship as 'boss' and 'employee.' The same people felt that teachers desired and expected more opportunity to speak out in PTA meetings than teachers reported. In this respect they seemed quite unaware of a real area of problems for the superintendent and teacher, that of interpreting school policy.

Rural and small city respondents saw the teacher and school official as expecting teachers to exercise more rigid discipline than was actually expected or approved of by those positions.

Several items demonstrated uniformly accurate or inaccurate cognitions being attributed by respondents from all four community types. Other items produced scattered disparities and no clear pattern could be agreed upon.

# CHAPTER VI

## SUMMARY AND CONCLUSIONS

Three hypotheses were presented in Chapter II. Two made predictions concerning first-order cognitions while the third was concerned with the accuracy of second-order cognitions. These hypotheses, data relevant to them, and some unanticipated findings are discussed below.

### Summary

#### Veridicality

Hypotheses relative to veridicality were stated as follows:

Hypothesis I - The larger the community the less veridical are own expectations held by community members for the public-school teacher.

Hypothesis II - The larger the community the less restrictive are norms held for the role of the public school teacher.

These hypotheses were derived from a rationale which held that a positive relationship exists between rural-urban community types and certain life styles. In the latter respect, urban areas were assumed to be characterized by increased anonymity, greater division of labor, a prevailing quality of heterogeneity, more impersonal and formally prescribed relationships, and dependence upon symbols of status which are independent of personal acquaintence. Results for veridicality

indicated a general lack of difference between communities for most of the items of behavior studied.

Minor support was found for the first hypothesis. Urban and suburban respondents were inclined to expect more speaking out at PTA meetings than teachers reported. Small city respondents shared in this expectation but the difference was not so great. This item was one of the very few that demonstrated a community type gradient. The expectation of teachers using more discipline and doing more policing were reported by rural and small city respondents, an error not committed by suburban and urban respondents. This finding was not entirely unanticipated, in the light of previous studies of the teacher. It would appear that the bulk of data showing no difference indicates that the data did not offer an adequate test of the hypothesis.

The second hypothesis, developed from the same rationale as the first, was supported by items involving discipline. In a negative way, support was also indicated in items dealing with the structuring of classroom activities. In that case rural and small city respondents were less inclined to approve of current amounts of allowing pupils to explore during experiments in the laboratory. As before, other items failed to reveal clear patterns of differences between community types. It is concluded, therefore, that some support of the hypothesis was demonstrated. However, the data offer no clear mandate and further testing is called for.

Accuracy

The third hypothesis addressed itself to the matter of accurately attributed cognitions. It stated:

> Hypothesis III - There will be no relationship between community size and the accuracy of second-order cognitions.

It was proposed that a body of ideas about the teacher are broadly shared throughout our culture. The principle feature of this orientation toward the teacher is a conservative set of norms and expectations for teacher behavior.

While fewer significantly disparate second-order cognitions were held by rural and small city respondents than by suburban and urban respondents, clear differences between community types were not indicated by the results. Some items revealed a pattern of homogeneity between communities and others produced rather meaningless random patterns. Still other items, particularly those dealing with pupil control and discipline, aligned themselves in contradictory patterns. All three response patterns tend to support the hypothesis. With the exception of items dealing with the employee-employer relationship of teachers and school officials, differences between communities were not found and the hypothesis of equal accuracy was supported. The exception is discussed below as an unanticipated finding.

Unanticipated findings

The present discussion will consider findings which stand in

contradiction to the appropriate hypothesis. Some consideration will also be given to certain items that indicated outstandingly mistaken cognitions even though they may not have contradicted the applicable hypothesis.

Urban and suburban respondents repeatedly attributed conflicting cognitions to school officials and teachers, when items involved the employee-employer relationship.

The school official was seen as a harsh task master by urban and suburban respondents. It is interesting to note that in these areas the breadwinner of the family is likely to be employed by someone else. On the other hand, while the percentage of small city and rural breadwinners employed by others is still high, a greater percentage of these persons function independently as farmers or small shop keepers. These latter respondent groups were not inclined to attribute conflicting cognitions to school officials for items involving an employee-employer relationship.

All communities inaccurately attributed to teachers expectations and norms favoring visiting together a great deal on the playground and during study halls. This finding seemed to imply an expected retreat of teachers to the company of their peers--or a flight from students--which is not really the case. For both this and the preceding unanticipated finding the following proposition is offered:

Proposition I - When similar but different social situations are commonly experienced by both position A and position not-A, the incumbent of not-A will be inclined to attribute

to A the cognitions and behaviors he, not-A, would commonly manifest.

This proposition is certainly not limited to community differences and might prove interesting to test in many other content.

A related finding involved the matter of teacher participation in PTA meetings. Veridicality and accuracy for speaking out in PTA meetings was generally less in suburban and urban areas. It is the author's feeling that the public lacks an understanding of the relationship between teachers and school officials, particularly where matters of interpreting school policy are concerned. This lack of information must surely stem from the failure of people to realize that school officials and teachers are distinct positions. The convenience of lumping these positions into a common position, 'school people,' carries with it the high cost of inaccurate cognitions. The goals and ambitions of each position are sometimes far removed from those of the other.

A final point of interest deals with the several items listed under 'test and study supervision,' Table 3; 'structuring,' Table 6; and 'self indulgence,' Table 8. These items generally met with highly veridical expectations and approval in all communities, even though teachers and school officials were inaccurately thought to expect and approve of more of some behaviors. By their uniformity, these items represent important contradictions to Hypotheses I and II. It is suggested here that these similarities may be due to lack of saliency

rather than being indicative of similarities between the community types involved. Retest with more salient items, it is felt, would result in greater differences between community types. This is not to suggest that negative findings are unworthy of our attention at the present time. Such findings may be of considerable use, particularly in view of Nelson's (1957) comments that rural-urban differences are declining.

## Conclusions

The preceding discussion has indicated that the theory has some capacity to deal with the data. With modification the theory would seem to have more utility. Probably the greatest single weakness of the three hypotheses stated was in attempting to predict a uniform rural-urban difference without reference to the behavior content of the several items in the test instrument. In the future a closer regard for specific dimensions of behavior will probably lead to more meaningful predictions.

It is obvious that the formulation of a four point rural-to-urban gradient was generally of little use in analysis of the data. Findings were inclined to be of a dichotomous nature, central city versus non-central city, more often than had been anticipated. While not of much help here, a formulation of this kind may demonstrate some merit in other role studies where samples are more widely scattered than a single five county area.

The new findings encountered in the study appear to be productive stepping stones to new insights. The public view of the

relationship between the teacher and school officials is somewhat different than the relationship reported by those positions. This relationship seems to be central to most of the unanticipated findings of the study. Several items dealing with employee-employer relations showed lack of understanding of the teacher's reported condition. This led to a proposition concerned with cognitions attributed by one position to another when both positions share similar, but different, experiences. Another finding indicated the public was unaware of a real bone of contention between administrators and teachers. Speaking out at PTA meetings is a real problem area.

It would appear that if such radical differences as those reported by Callaway (1951) and Beale (1936) do exist between rural and urban communities, they are more characteristic of community behavior settings than in-school settings. The author has sat in on education courses where future teachers were repeatedly cautioned to anticipate 'problems' they would encounter if hired in a rural or small city system. The current study tends to remove such community type differences from the actual school building. If such differences do exist they are much more characteristic of the community settings studied by Beale and by Callaway than of the school settings studied here. Once again, the reader is reminded that those studies consisted of asking the teacher to attribute norms to the community.

The public is highly aware of teacher behavior and is generally quite satisfied with this behavior. However, teachers and school

officials have been less successful in informing the community about their expectations and norms. It is likely that teachers could upgrade themselves in the community if they could combat the image of being 'underlings' that are kept in line by their 'boss,' the school officials.

Finally, the relationship of teacher and parent is a problem in need of professional clarification as well as public understanding. The mistaken notion that teachers desire to be heard at PTA meetings is symptomatic of the pressures on the teacher. Conclusions and recommendations cannot be offered here, for a wealth of problems exist in this area of teacher role which are not even touched upon in this study.

# APPENDICES

## Appendix A

### Expectations, Positive and Negative Norms

#### Form A

1. Watching pupils during study period.
2. Supervising pupils in a classroom test.
3. Singing during a classroom singing period.
4. Ignoring pupils misbehaving in a classroom.
5. Keeping pupils quiet in the library.
6. Speaking out at PTA meeting in the auditorium.
7. Policing the halls.
8. Disciplining pupils during basketball game in gym.
9. Visiting with other teachers on playground.
10. Cooperating with other teachers in school.

#### Form B

11. Visiting with other teachers during study period.
12. Watching for cheaters during a classroom test.
13. Having pupils sing solos during a classroom singing period.
14. Telling misbehaving pupils in the classroom to stop talking.
15. Doing own studying and reading in the library.
16. Attending PTA meetings in the auditorium.
17. Allowing pupils to explore during experiments in the laboratory.
18. Kibitzing during basketball game in gym.

19. Supervising on playground.

20. Cooperating with the principal in school.

Form C

21. Reading own book during study period.

22. Leaving the room during a classroom test.

23. Grading papers during a classroom singing period.

24. Threatening pupils misbehaving in the classroom.

25. Choosing books for pupils in the classroom.

26. Visiting with parents during PTA meeting in the auditorium.

27. Being partisan during football game on athletic field.

28. Doing menial tasks during basketball game in gym.

29. Disciplining pupils in the cafeteria.

30. Participating in community activities out of school.

Appendix B

Mean Response of Own and Attributed Cognitions of

Respondents by Community Type

1. Rural

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Own | FG | T | SO | Own | FG | T | SO | Own | FG | T | SO |
| 1 | 3.52 | 3.76 | 3.85 | 4.20 | 3.48 | 3.71 | 3.71 | 4.00 | 1.57 | 1.57 | 1.38 | 1.38 |
| 2 | 3.60 | 3.91 | 3.75 | 4.00 | 3.81 | 3.91 | 3.67 | 3.95 | 1.57 | 1.62 | 1.76 | 1.80 |
| 3 | 3.71 | 3.81 | 3.45 | 3.55 | 3.48 | 3.76 | 3.48 | 3.43 | 2.33 | 1.76 | 2.52 | 1.95 |
| 4 | 1.48 | 1.81 | 1.50 | 1.25 | 1.40 | 1.57 | 1.48 | 1.43 | 4.48 | 4.60 | 4.62 | 4.62 |
| 5 | 4.67 | 4.38 | 4.50 | 4.90 | 4.43 | 4.43 | 4.57 | 4.76 | 1.38 | 1.38 | 2.00 | 1.00 |
| 6 | 2.24 | 2.67 | 2.45 | 2.75 | 2.57 | 2.71 | 2.52 | 2.62 | 3.29 | 3.67 | 3.86 | 2.60 |
| 7 | 3.81 | 3.75 | 3.65 | 3.80 | 3.55 | 3.71 | 3.67 | 3.95 | 2.15 | 1.62 | 1.81 | 1.40 |
| 8 | 2.67 | 3.14 | 2.75 | 3.05 | 3.33 | 3.25 | 3.14 | 2.86 | 2.33 | 1.95 | 1.76 | 2.14 |
| 9 | 2.43 | 2.33 | 3.10 | 2.20 | 2.43 | 1.81 | 2.76 | 2.38 | 4.43 | 4.57 | 2.91 | 4.24 |
| 10 | 4.81 | 4.57 | 4.45 | 4.00 | 4.76 | 4.71 | 4.48 | 4.81 | 1.00 | 1.00 | 1.00 | 1.00 |
| 11 | 1.74 | 2.33 | 2.19 | 1.65 | 1.70 | 2.03 | 2.15 | 1.38 | 4.62 | 4.44 | 4.12 | 4.76 |
| 12 | 3.52 | 2.89 | 3.48 | 3.85 | 3.54 | 3.77 | 3.27 | 3.67 | 2.76 | 2.44 | 2.70 | 1.83 |
| 13 | 2.07 | 2.63 | 2.52 | 2.46 | 2.30 | 2.58 | 2.48 | 2.68 | 4.04 | 3.40 | 3.76 | 3.56 |
| 14 | 3.48 | 3.73 | 3.37 | 3.12 | 3.19 | 3.58 | 3.15 | 3.35 | 3.23 | 2.00 | 2.68 | 2.00 |
| 15 | 3.82 | 3.11 | 3.11 | 3.36 | 3.27 | 3.58 | 3.30 | 3.32 | 3.00 | 2.27 | 2.88 | 2.73 |

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Own | PG | T | SO | Own | PG | T | SO | Own | PG | T | SO |
| 16 | 3.89 | 4.19 | 3.85 | 4.19 | 3.96 | 4.41 | 3.96 | 4.21 | 1.27 | 1.08 | 1.63 | 1.24 |
| 17 | 2.85 | 2.93 | 2.63 | 2.77 | 3.22 | 2.70 | 2.82 | 3.12 | 2.81 | 3.52 | 3.12 | 2.72 |
| 18 | 1.65 | 2.04 | 1.96 | 1.84 | 1.92 | 1.84 | 2.00 | 1.92 | 4.08 | 4.08 | 3.92 | 4.40 |
| 19 | 4.11 | 3.82 | 3.89 | 4.31 | 3.93 | 4.23 | 3.50 | 4.19 | 1.54 | 1.54 | 1.93 | 1.20 |
| 20 | 4.56 | 4.41 | 4.63 | 4.81 | 4.74 | 4.59 | 4.54 | 4.69 | 1.35 | 1.26 | 1.37 | 1.08 |
| 21 | 2.31 | 2.71 | 2.27 | 2.18 | 2.25 | 1.93 | 2.29 | 1.93 | 4.20 | 4.36 | 4.14 | 4.14 |
| 22 | 1.06 | 1.35 | 1.47 | 1.12 | 1.31 | 1.14 | 1.43 | 1.29 | 4.88 | 5.00 | 5.00 | 4.50 |
| 23 | 1.63 | 2.29 | 2.33 | 1.88 | 1.87 | 1.86 | 1.93 | 1.43 | 4.43 | 3.86 | 3.71 | 4.14 |
| 24 | 2.25 | 3.41 | 2.93 | 2.77 | 1.93 | 2.57 | 2.57 | 2.00 | 4.20 | 4.14 | 3.57 | 3.79 |
| 25 | 3.13 | 3.06 | 3.00 | 3.47 | 3.07 | 3.00 | 3.00 | 3.21 | 2.53 | 2.79 | 2.50 | 2.21 |
| 26 | 3.56 | 3.47 | 2.87 | 3.29 | 3.20 | 3.50 | 2.86 | 3.43 | 2.47 | 2.29 | 2.50 | 1.86 |
| 27 | 2.93 | 3.80 | 3.14 | 3.00 | 2.93 | 3.67 | 2.77 | 3.46 | 3.29 | 2.92 | 2.69 | 2.08 |
| 28 | 1.93 | 2.81 | 2.14 | 2.47 | 1.92 | 2.92 | 2.15 | 2.85 | 3.93 | 3.54 | 3.85 | 2.00 |
| 29 | 3.31 | 3.24 | 3.47 | 3.88 | 3.07 | 3.14 | 3.07 | 3.21 | 2.87 | 3.00 | 2.71 | 2.14 |
| 30 | 2.81 | 3.47 | 2.67 | 3.06 | 3.00 | 3.21 | 2.71 | 3.23 | 2.29 | 1.57 | 2.57 | 1.77 |
| | | | | | 2. Small City | | | | | | | |
| 1 | 3.64 | 4.46 | 3.77 | 4.27 | 3.59 | 4.05 | 3.95 | 4.14 | 1.55 | 1.18 | 1.19 | 1.00 |
| 2 | 3.32 | 3.86 | 3.27 | 3.73 | 3.50 | 3.82 | 3.62 | 3.46 | 1.68 | 1.77 | 1.71 | 1.50 |
| 3 | 3.68 | 3.55 | 3.48 | 3.82 | 3.77 | 4.00 | 3.43 | 3.82 | 1.86 | 1.91 | 2.24 | 1.36 |
| 4 | 1.91 | 1.77 | 2.18 | 1.77 | 2.23 | 1.91 | 1.91 | 1.82 | 4.23 | 4.18 | 3.86 | 4.41 |

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gen | PG | T | SO | Gen | PG | T | SO | Gen | PG | T | SO |
| 5 | 4.27 | 4.67 | 4.32 | 4.59 | 4.14 | 4.46 | 4.29 | 4.55 | 1.55 | 1.00 | 1.19 | 1.00 |
| 6 | 2.46 | 2.86 | 2.14 | 2.55 | 3.05 | 2.77 | 2.67 | 3.05 | 3.32 | 3.18 | 2.91 | 3.36 |
| 7 | 3.59 | 4.14 | 3.32 | 4.14 | 3.41 | 3.91 | 3.67 | 4.14 | 1.73 | 1.18 | 1.19 | 1.00 |
| 8 | 2.41 | 3.09 | 2.27 | 2.77 | 2.68 | 3.09 | 2.71 | 2.96 | 2.77 | 2.23 | 2.71 | 2.23 |
| 9 | 2.77 | 2.96 | 3.36 | 2.50 | 2.77 | 2.50 | 3.33 | 2.46 | 3.73 | 4.09 | 2.71 | 3.96 |
| 10 | 4.59 | 4.68 | 4.68 | 5.00 | 4.86 | 4.81 | 4.76 | 4.81 | 1.00 | 1.00 | 1.00 | 1.00 |
| 11 | 1.53 | 2.31 | 2.19 | 1.75 | 1.88 | 2.31 | 2.50 | 2.38 | 4.44 | 4.13 | 4.19 | 4.13 |
| 12 | 3.33 | 4.06 | 3.19 | 3.56 | 3.25 | 3.81 | 3.38 | 3.75 | 2.50 | 1.88 | 2.25 | 2.50 |
| 13 | 1.93 | 2.94 | 2.38 | 2.69 | 2.44 | 2.69 | 2.38 | 2.87 | 3.56 | 3.75 | 4.13 | 3.31 |
| 14 | 3.20 | 3.94 | 3.19 | 3.19 | 2.94 | 3.25 | 3.19 | 3.40 | 3.13 | 3.13 | 3.27 | 2.50 |
| 15 | 3.13 | 3.50 | 3.20 | 2.50 | 2.94 | 2.94 | 3.06 | 2.63 | 3.63 | 3.81 | 3.38 | 3.67 |
| 16 | 4.07 | 4.50 | 4.00 | 4.63 | 4.06 | 4.25 | 3.81 | 4.48 | 1.69 | 1.31 | 1.88 | 1.06 |
| 17 | 2.60 | 3.06 | 2.44 | 2.81 | 3.06 | 3.44 | 2.88 | 3.00 | 3.06 | 2.81 | 3.38 | 2.81 |
| 18 | 2.20 | 2.38 | 2.00 | 2.19 | 1.88 | 2.25 | 2.06 | 2.25 | 4.25 | 4.00 | 4.31 | 4.00 |
| 19 | 3.87 | 4.06 | 3.37 | 4.25 | 4.31 | 4.40 | 4.06 | 4.44 | 1.25 | 1.60 | 1.81 | 1.13 |
| 20 | 4.53 | 4.31 | 4.31 | 4.50 | 4.63 | 4.31 | 4.50 | 4.31 | 1.38 | 1.88 | 1.88 | 1.44 |
| 21 | 2.39 | 2.29 | 2.65 | 2.29 | 2.25 | 2.47 | 2.88 | 2.24 | 4.24 | 3.88 | 3.50 | 4.06 |
| 22 | 1.22 | 1.35 | 1.30 | 1.12 | 1.31 | 1.29 | 1.41 | 1.29 | 4.63 | 4.77 | 4.77 | 4.77 |
| 23 | 2.56 | 2.53 | 2.82 | 2.18 | 2.00 | 2.06 | 2.41 | 2.00 | 4.20 | 4.35 | 4.29 | 4.12 |
| 24 | 3.06 | 3.06 | 2.94 | 3.00 | 2.63 | 2.65 | 2.82 | 2.77 | 3.63 | 3.82 | 3.77 | 3.35 |
| 25 | 3.39 | 3.47 | 2.82 | 3.29 | 3.06 | 3.06 | 3.06 | 3.35 | 3.33 | 2.82 | 2.82 | 2.71 |

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gen | PG | T | SO | Gen | PG | T | SO | Gen | PG | T | SO |
| 26 | 3.83 | 4.24 | 3.47 | 4.06 | 3.82 | 3.94 | 3.47 | 3.71 | 1.94 | 1.47 | 2.18 | 2.47 |
| 27 | 2.83 | 3.00 | 2.59 | 2.71 | 2.82 | 2.77 | 2.77 | 2.59 | 3.25 | 2.88 | 3.50 | 3.29 |
| 28 | 2.39 | 2.82 | 1.94 | 2.59 | 2.24 | 2.56 | 2.00 | 2.53 | 3.71 | 3.50 | 4.06 | 3.47 |
| 29 | 3.00 | 3.12 | 3.24 | 3.29 | 2.88 | 2.69 | 2.82 | 3.31 | 3.31 | 3.00 | 3.12 | 1.75 |
| 30 | 2.71 | 3.35 | 2.65 | 3.12 | 2.94 | 3.19 | 2.82 | 2.94 | 2.18 | 2.25 | 3.59 | 2.82 |

3. Suburban

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 3.60 | 3.88 | 3.82 | 4.19 | 3.64 | 3.99 | 3.76 | 4.21 | 1.94 | 1.41 | 1.72 | 1.08 |
| 2 | 3.91 | 4.13 | 3.91 | 4.28 | 4.05 | 4.15 | 3.73 | 4.19 | 1.68 | 1.56 | 1.98 | 1.34 |
| 3 | 3.79 | 3.63 | 3.55 | 3.64 | 3.85 | 3.73 | 3.42 | 3.79 | 1.84 | 1.52 | 1.83 | 1.38 |
| 4 | 1.77 | 1.72 | 1.85 | 1.79 | 1.95 | 2.09 | 1.88 | 1.63 | 4.46 | 4.11 | 4.35 | 4.39 |
| 5 | 4.38 | 4.39 | 4.39 | 4.44 | 4.34 | 4.32 | 4.15 | 4.38 | 1.44 | 1.59 | 1.40 | 1.28 |
| 6 | 2.62 | 2.71 | 2.44 | 2.72 | 3.16 | 2.95 | 2.89 | 3.15 | 2.41 | 2.84 | 3.08 | 2.69 |
| 7 | 3.31 | 3.34 | 3.41 | 3.88 | 3.31 | 3.70 | 3.65 | 4.20 | 2.23 | 1.68 | 1.73 | 1.14 |
| 8 | 2.83 | 3.15 | 2.96 | 3.52 | 3.00 | 3.26 | 3.30 | 3.69 | 2.75 | 2.20 | 2.10 | 1.73 |
| 9 | 2.57 | 2.34 | 2.78 | 1.97 | 2.44 | 2.24 | 2.77 | 2.00 | 3.82 | 4.12 | 3.12 | 4.03 |
| 10 | 4.72 | 4.54 | 4.50 | 4.79 | 4.61 | 4.60 | 4.56 | 4.68 | 1.19 | 1.18 | 1.08 | 1.08 |
| 11 | 1.87 | 2.03 | 2.22 | 1.56 | 1.85 | 1.81 | 2.43 | 1.76 | 4.35 | 4.61 | 3.44 | 4.42 |
| 12 | 3.43 | 4.00 | 3.71 | 4.15 | 3.56 | 3.99 | 3.70 | 4.09 | 2.70 | 1.60 | 1.91 | 1.39 |
| 13 | 1.93 | 2.39 | 2.24 | 2.37 | 2.06 | 2.75 | 2.35 | 2.54 | 4.20 | 3.14 | 3.81 | 3.48 |
| 14 | 3.37 | 3.82 | 3.60 | 3.80 | 3.38 | 3.75 | 3.48 | 3.36 | 2.42 | 1.63 | 2.33 | 2.19 |

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Own | PG | T | SO | Own | PG | T | SO | Own | PG | T | SO |
| 15 | 3.09 | 3.24 | 3.09 | 3.37 | 3.20 | 3.44 | 3.21 | 3.59 | 2.36 | 2.21 | 3.08 | 1.98 |
| 16 | 4.00 | 4.24 | 3.46 | 4.60 | 3.87 | 4.32 | 3.43 | 4.49 | 1.40 | 1.24 | 2.61 | 1.20 |
| 17 | 3.00 | 3.02 | 2.85 | 2.99 | 3.33 | 3.21 | 2.94 | 3.03 | 1.85 | 2.25 | 2.70 | 2.39 |
| 18 | 2.02 | 2.47 | 2.08 | 1.91 | 2.03 | 2.07 | 2.08 | 1.94 | 4.02 | 3.90 | 4.34 | 4.03 |
| 19 | 3.85 | 4.18 | 3.79 | 4.37 | 3.96 | 4.40 | 3.65 | 4.42 | 1.49 | 1.26 | 2.18 | 1.30 |
| 20 | 4.66 | 4.61 | 4.60 | 4.93 | 4.69 | 4.75 | 4.49 | 4.84 | 1.38 | 1.17 | 1.49 | 1.18 |
| 21 | 2.55 | 2.05 | 2.37 | 2.05 | 2.15 | 2.00 | 2.11 | 1.80 | 4.37 | 4.00 | 4.11 | 4.16 |
| 22 | 1.30 | 1.55 | 1.37 | 1.00 | 1.35 | 1.40 | 1.21 | 1.15 | 4.95 | 5.00 | 5.00 | 5.00 |
| 23 | 1.80 | 1.90 | 1.79 | 1.70 | 1.63 | 1.95 | 1.79 | 1.65 | 4.56 | 4.37 | 4.56 | 4.37 |
| 24 | 2.00 | 2.40 | 2.37 | 2.10 | 1.85 | 2.30 | 2.26 | 1.95 | 4.58 | 4.58 | 4.33 | 4.58 |
| 25 | 3.16 | 3.60 | 2.47 | 2.85 | 2.65 | 2.74 | 2.37 | 2.65 | 3.32 | 3.00 | 3.22 | 2.90 |
| 26 | 3.50 | 3.95 | 3.11 | 3.65 | 3.35 | 3.45 | 3.16 | 3.55 | 2.26 | 2.05 | 2.56 | 2.05 |
| 27 | 3.15 | 3.50 | 2.67 | 2.75 | 3.05 | 2.85 | 2.78 | 2.85 | 2.95 | 3.11 | 3.22 | 2.68 |
| 28 | 2.05 | 2.05 | 1.90 | 2.15 | 1.80 | 2.10 | 1.68 | 2.20 | 4.37 | 4.16 | 4.67 | 3.84 |
| 29 | 3.40 | 3.55 | 3.11 | 3.40 | 3.15 | 3.20 | 3.79 | 3.15 | 2.68 | 2.90 | 3.22 | 2.26 |
| 30 | 2.95 | 3.45 | 2.79 | 3.50 | 2.90 | 2.95 | 2.84 | 3.25 | 1.95 | 2.26 | 2.78 | 2.47 |
| | | | | | 4. Urban | | | | | | | |
| 1 | 3.24 | 3.85 | 3.70 | 4.09 | 3.55 | 3.99 | 3.57 | 3.86 | 2.16 | 1.33 | 1.64 | 1.58 |
| 2 | 3.68 | 3.78 | 3.74 | 3.93 | 3.77 | 3.83 | 3.77 | 3.88 | 1.84 | 1.45 | 1.84 | 1.70 |
| 3 | 3.71 | 3.64 | 3.38 | 3.43 | 3.61 | 3.31 | 3.38 | 3.45 | 1.69 | 1.64 | 2.12 | 1.91 |

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Own | PG | T | SO | Own | PG | T | SO | Own | PG | T | SO |
| 4 | 2.00 | 1.96 | 2.00 | 1.93 | 1.80 | 1.81 | 1.96 | 2.00 | 4.12 | 4.10 | 4.20 | 4.20 |
| 5 | 4.16 | 4.33 | 4.38 | 4.30 | 4.22 | 4.38 | 4.34 | 4.34 | 1.49 | 1.29 | 1.46 | 1.44 |
| 6 | 2.36 | 2.84 | 2.62 | 2.60 | 2.90 | 2.88 | 2.83 | 2.74 | 3.22 | 3.36 | 3.69 | 3.29 |
| 7 | 3.31 | 3.66 | 3.41 | 3.66 | 3.56 | 3.79 | 3.40 | 3.72 | 2.14 | 1.75 | 2.15 | 1.80 |
| 8 | 2.97 | 3.20 | 2.90 | 3.16 | 3.12 | 3.36 | 3.28 | 3.43 | 2.28 | 2.21 | 2.29 | 2.29 |
| 9 | 2.31 | 2.22 | 2.51 | 2.04 | 2.37 | 2.10 | 2.74 | 2.28 | 3.94 | 4.32 | 3.09 | 4.06 |
| 10 | 4.53 | 4.43 | 4.39 | 4.53 | 4.58 | 4.44 | 4.55 | 4.77 | 1.16 | 1.12 | 1.22 | 1.22 |
| 11 | 1.75 | 1.90 | 2.26 | 1.70 | 1.75 | 1.71 | 2.39 | 1.68 | 4.15 | 4.25 | 3.49 | 4.33 |
| 12 | 3.51 | 4.00 | 3.62 | 4.05 | 3.51 | 4.00 | 3.60 | 3.93 | 2.43 | 1.91 | 2.19 | 1.72 |
| 13 | 2.16 | 2.45 | 2.17 | 2.40 | 2.33 | 2.64 | 2.47 | 2.52 | 3.69 | 3.42 | 3.53 | 3.30 |
| 14 | 3.46 | 4.05 | 3.58 | 3.74 | 3.31 | 3.76 | 3.63 | 3.66 | 2.85 | 2.19 | 2.34 | 2.14 |
| 15 | 3.10 | 3.41 | 3.18 | 3.53 | 3.29 | 3.61 | 3.42 | 3.73 | 2.64 | 2.28 | 2.73 | 2.21 |
| 16 | 4.18 | 4.44 | 3.91 | 4.39 | 4.00 | 4.40 | 3.96 | 4.47 | 1.62 | 1.43 | 1.98 | 1.29 |
| 17 | 3.11 | 3.29 | 3.09 | 3.08 | 3.38 | 3.28 | 3.08 | 3.26 | 2.20 | 2.25 | 2.40 | 2.03 |
| 18 | 2.36 | 2.20 | 2.31 | 2.20 | 2.26 | 2.25 | 2.54 | 2.33 | 3.71 | 3.47 | 3.40 | 3.61 |
| 19 | 3.84 | 4.05 | 3.67 | 4.25 | 3.72 | 4.27 | 3.78 | 4.29 | 2.36 | 1.52 | 1.88 | 1.25 |
| 20 | 4.62 | 4.86 | 4.45 | 4.74 | 4.60 | 4.72 | 4.38 | 4.86 | 1.72 | 1.36 | 1.69 | 1.44 |
| 21 | 2.60 | 2.47 | 2.57 | 2.23 | 2.45 | 2.31 | 2.65 | 2.21 | 3.53 | 3.74 | 3.69 | 3.93 |
| 22 | 1.42 | 1.37 | 1.40 | 1.23 | 1.62 | 1.63 | 1.62 | 1.42 | 3.97 | 4.22 | 4.13 | 4.33 |
| 23 | 1.83 | 1.83 | 1.91 | 1.71 | 1.56 | 1.67 | 1.78 | 1.64 | 3.89 | 4.15 | 4.14 | 4.08 |
| 24 | 2.51 | 2.71 | 2.63 | 2.28 | 2.41 | 2.45 | 2.35 | 2.48 | 3.84 | 3.69 | 3.56 | 3.54 |

| Item | Expectations | | | | Positive Norms | | | | Negative Norms | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Own | PG | T | SO | Own | PG | T | SO | Own | PG | T | SO |
| 25 | 2.90 | 3.02 | 2.88 | 2.92 | 2.83 | 2.79 | 2.61 | 2.84 | 3.32 | 3.06 | 3.50 | 3.02 |
| 26 | 3.00 | 3.36 | 2.83 | 2.98 | 2.82 | 3.18 | 2.67 | 3.05 | 2.96 | 2.52 | 3.22 | 2.55 |
| 27 | 2.94 | 3.25 | 2.78 | 2.83 | 3.09 | 3.04 | 3.00 | 2.79 | 2.75 | 2.94 | 3.14 | 3.02 |
| 28 | 2.18 | 2.32 | 2.04 | 2.41 | 1.98 | 2.15 | 2.04 | 2.29 | 3.84 | 3.57 | 3.62 | 3.23 |
| 29 | 3.36 | 3.38 | 3.13 | 3.44 | 3.03 | 3.23 | 3.24 | 3.22 | 2.89 | 2.63 | 2.71 | 2.25 |
| 30 | 3.35 | 3.50 | 2.94 | 3.31 | 3.50 | 3.50 | 3.25 | 3.54 | 2.00 | 2.18 | 2.88 | 1.82 |

Mean Responses for Behavior and/or Own Cognitions of

People-In-General

| Item | Rural | | | Small Town | | | Suburban | | | Urban | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E | +E | -E | E | +E | -E | E | +E | -E | E | +E | -E |
| 1 | 3.38 | 3.63 | 1.50 | 4.00 | 3.86 | 1.00 | 3.73 | 3.63 | 1.41 | 3.33 | 3.93 | 1.79 |
| 2 | 3.50 | 3.38 | 2.00 | 3.14 | 3.43 | 2.00 | 3.90 | 4.23 | 1.28 | 4.10 | 4.24 | 1.36 |
| 3 | 4.00 | 3.63 | 2.00 | 3.71 | 3.86 | 1.14 | 3.93 | 4.07 | 1.46 | 3.83 | 3.64 | 1.41 |
| 4 | 1.50 | 1.29 | 4.63 | 2.00 | 2.00 | 4.29 | 1.60 | 1.35 | 4.67 | 1.83 | 1.61 | 4.57 |
| 5 | 4.75 | 4.75 | 1.00 | 4.57 | 4.43 | 1.57 | 4.47 | 4.50 | 1.17 | 4.57 | 4.61 | 1.28 |
| 6 | 2.50 | 2.75 | 2.50 | 3.14 | 3.29 | 2.14 | 2.70 | 3.23 | 2.20 | 2.77 | 3.18 | 2.96 |
| 7 | 3.88 | 4.00 | 1.50 | 4.00 | 4.00 | 1.00 | 3.57 | 3.70 | 1.28 | 3.57 | 4.00 | 1.55 |
| 8 | 2.63 | 3.50 | 1.50 | 2.57 | 3.00 | 1.43 | 2.73 | 2.93 | 2.66 | 3.13 | 3.21 | 1.62 |

| Item | Rural | | | Small Town | | | Suburban | | | Urban | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E | +E | -E | E | +E | -E | E | +E | -E | E | +E | -E |
| 9 | 2.25 | 2.12 | 4.50 | 2.29 | 2.71 | 3.86 | 2.13 | 2.07 | 3.93 | 2.60 | 2.57 | 4.07 |
| 10 | 4.75 | 5.00 | 1.00 | 4.43 | 4.71 | 1.00 | 4.80 | 4.63 | 1.03 | 4.63 | 4.68 | 1.14 |
| 11 | 1.43 | 1.71 | 4.29 | 1.30 | 2.00 | 4.75 | 1.90 | 2.00 | 4.36 | 1.83 | 1.90 | 4.14 |
| 12 | 3.43 | 3.00 | 2.71 | 3.25 | 3.30 | 2.00 | 3.35 | 3.47 | 2.79 | 3.63 | 3.72 | 2.07 |
| 13 | 1.86 | 1.86 | 4.86 | 1.75 | 2.25 | 5.00 | 2.24 | 2.67 | 4.04 | 2.30 | 2.60 | 3.52 |
| 14 | 3.00 | 2.86 | 3.86 | 3.25 | 3.00 | 3.00 | 3.41 | 3.43 | 2.03 | 3.57 | 3.60 | 2.35 |
| 15 | 3.71 | 3.00 | 2.14 | 3.00 | 3.00 | 4.09 | 3.32 | 3.23 | 2.00 | 3.43 | 3.63 | 2.00 |
| 16 | 4.43 | 4.00 | 1.00 | 3.75 | 3.75 | 2.00 | 4.03 | 3.73 | 1.38 | 4.10 | 3.97 | 1.34 |
| 17 | 3.00 | 3.00 | 2.71 | 2.25 | 2.00 | 4.75 | 3.21 | 3.33 | 1.40 | 3.30 | 3.10 | 2.11 |
| 18 | 1.83 | 2.17 | 4.33 | 2.00 | 1.75 | 4.75 | 1.96 | 2.07 | 3.96 | 2.07 | 2.00 | 3.90 |
| 19 | 4.43 | 4.29 | 1.00 | 3.75 | 4.25 | 1.00 | 3.76 | 4.03 | 1.14 | 4.37 | 4.45 | 1.39 |
| 20 | 4.86 | 4.86 | 1.00 | 4.00 | 4.50 | 1.00 | 4.69 | 4.69 | 1.00 | 4.79 | 4.70 | 1.31 |
| 21 | 2.63 | 2.25 | 4.43 | 2.44 | 2.11 | 4.44 | 2.67 | 2.11 | 4.11 | 2.50 | 2.19 | 3.65 |
| 22 | 1.13 | 1.63 | 4.75 | 1.11 | 1.00 | 5.00 | 1.33 | 1.22 | 5.00 | 1.50 | 1.48 | 3.85 |
| 23 | 1.63 | 1.43 | 5.00 | 2.78 | 2.13 | 4.50 | 1.56 | 1.33 | 5.00 | 1.90 | 1.55 | 3.60 |
| 24 | 2.00 | 1.86 | 4.43 | 3.11 | 2.50 | 3.50 | 2.22 | 2.33 | 4.11 | 2.53 | 3.05 | 3.00 |
| 25 | 2.88 | 3.14 | 1.71 | 3.33 | 2.78 | 3.71 | 3.13 | 2.67 | 3.22 | 3.39 | 3.14 | 2.84 |
| 26 | 2.88 | 2.43 | 3.29 | 3.67 | 3.56 | 1.90 | 3.22 | 3.33 | 2.33 | 2.75 | 2.81 | 2.22 |
| 27 | 3.00 | 2.83 | 4.33 | 2.22 | 2.33 | 4.00 | 3.22 | 3.22 | 2.78 | 3.20 | 3.05 | 2.21 |
| 28 | 1.86 | 1.40 | 4.17 | 2.11 | 1.67 | 5.00 | 1.56 | 1.44 | 5.00 | 2.25 | 2.05 | 3.16 |
| 29 | 3.38 | 3.14 | 2.14 | 3.33 | 3.22 | 3.22 | 3.44 | 3.33 | 2.78 | 3.60 | 3.52 | 1.95 |
| 30 | 2.63 | 2.43 | 2.14 | 2.63 | 2.78 | 2.33 | 3.00 | 3.00 | 1.44 | 2.95 | 3.05 | 1.39 |

Mean Responses for Behavior and/or Own Cognitions of Teachers and School Officials

| Item | Teachers | | | | School Officials | | |
|---|---|---|---|---|---|---|---|
| | Behaviors | Cognitions | | | Cognitions | | |
| | | E | +H | -H | E | +H | -H |
| 1 | 3.60 | 3.19 | 3.47 | 2.07 | 3.67 | 3.59 | 1.71 |
| 2 | 4.05 | 3.87 | 3.80 | 1.40 | 4.33 | 4.13 | 1.24 |
| 3 | 3.43 | 3.55 | 3.45 | 2.24 | 3.50 | 3.47 | 1.94 |
| 4 | 2.09 | 2.03 | 2.00 | 4.20 | 1.83 | 1.82 | 5.00 |
| 5 | 4.09 | 4.13 | 4.03 | 1.41 | 4.17 | 4.12 | 1.24 |
| 6 | 1.68 | 1.48 | 2.37 | 3.97 | 2.22 | 2.82 | 3.53 |
| 7 | 3.09 | 2.97 | 2.97 | 2.66 | 3.28 | 3.24 | 1.94 |
| 8 | 2.46 | 2.29 | 2.53 | 3.13 | 2.50 | 2.77 | 2.65 |
| 9 | 2.41 | 2.68 | 2.23 | 4.33 | 2.28 | 2.41 | 4.77 |
| 10 | 4.59 | 4.58 | 4.73 | 1.00 | 4.78 | 4.88 | 1.00 |
| 11 | 1.50 | 1.35 | 1.45 | 4.72 | 1.67 | 1.35 | 4.56 |
| 12 | 3.35 | 3.33 | 3.21 | 3.38 | 3.00 | 2.77 | 3.06 |
| 13 | 2.36 | 2.17 | 2.31 | 4.45 | 1.94 | 2.00 | 3.83 |
| 14 | 3.15 | 3.13 | 3.00 | 2.79 | 2.72 | 2.71 | 3.50 |
| 15 | 2.55 | 2.77 | 3.00 | 3.21 | 2.44 | 2.65 | 3.44 |
| 16 | 3.80 | 3.95 | 3.36 | 1.98 | 4.22 | 4.24 | 1.44 |
| 17 | 3.00 | 2.70 | 2.97 | 2.69 | 3.44 | 3.65 | 2.22 |
| 18 | 1.95 | 2.10 | 2.03 | 4.43 | 2.22 | 1.94 | 4.11 |
| 19 | 3.65 | 3.75 | 3.38 | 2.10 | 3.89 | 4.06 | 2.00 |
| 20 | 4.85 | 4.83 | 4.90 | 1.45 | 4.56 | 4.77 | 1.22 |
| 21 | 1.25 | 1.42 | 1.40 | 4.71 | 1.33 | 1.25 | 5.00 |
| 22 | 1.00 | 1.00 | 1.13 | 4.86 | 1.00 | 1.25 | 4.57 |
| 23 | 1.00 | 1.08 | 1.13 | 4.93 | 1.00 | 1.00 | 4.57 |
| 24 | 1.50 | 2.33 | 1.88 | 5.00 | 1.50 | 2.25 | 4.86 |

| Item | Teachers | | | | School Officials | | |
|---|---|---|---|---|---|---|---|
| | Behaviors | Cognitions | | | Cognitions | | |
| | | E | +E | -E | E | +E | -E |
| 25 | 3.50 | 2.67 | 2.40 | 3.86 | 2.67 | 2.50 | 4.57 |
| 26 | 2.75 | 2.92 | 2.53 | 3.57 | 3.67 | 3.88 | 1.71 |
| 27 | 2.00 | 2.75 | 2.60 | 3.43 | 2.50 | 2.88 | 3.43 |
| 28 | 1.00 | 1.75 | 1.47 | 3.00 | 2.00 | 2.13 | 4.57 |
| 29 | 2.50 | 2.67 | 2.27 | 3.57 | 3.17 | 2.63 | 2.57 |
| 30 | 3.00 | 2.92 | 3.00 | 2.85 | 3.17 | 3.38 | 2.29 |

# Appendix C

## Testing Instruments

### Form A

**INSTRUCTIONS**

We are going to ask you some questions about what you expect, like and dislike teachers to do. We are also going to ask you questions about what you think <u>other people</u> expect, like or dislike teachers to do. In contrast to previous forms, all the questions in this form can be answered by marking an "X" in the appropriate box.

If you will turn to the next page you will see that there are ten questions dealing with different things a public school teacher might do in different situations. For each question, please read the situation carefully and then mark an "X" in the box by the answer <u>which best shows your own expectation for teachers in that particular situation</u>. Please choose only one of the five possible answers for each question. Please answer all questions.

On pages two, three and four, you will be answering questions about what <u>you</u> think <u>other people</u> expect teachers to do in particular situations. These questions are to be answered by placing an "X" in the box by the statement which best indicates your answer. Please answer all questions on each page.

Beginning with page five, the form of the questions changes slightly. On page five you are asked to indicate <u>your likes</u> and <u>dislikes</u> for the same ten kinds of things teachers might do. For each question, you will see that there are two columns of boxes. One column of boxes is marked "MOST LIKE" and the other is marked "LEAST LIKE." For each question you are to mark an "X" in the "MOST LIKE" column to show what you would most like teachers to be doing and an "X" in the "LEAST LIKE" column to show what you would least like teachers to be doing. Please answer all questions.

On pages six, seven and eight, you will be answering questions about what <u>you</u> think <u>other</u> people most like and least like teachers to be doing in particular situations. To answer the questions on these pages, you must once again mark a like and a dislike for each question.

Please work as fast as you can. This form is best filled out when you are working at top speed and not lingering over any particular question.

(A-1)

WHAT DO YOU EXPECT OF TEACHERS?

1. Watching pupils during study period
I expect that during a public school study period most teachers would do:

| | |
|---|---|
| A great deal of watching pupils | 5 |
| A lot of watching pupils | 4 |
| A moderate amount of watching pupils | 3 |
| A slight amount of watching pupils | 2 |
| Little or no watching pupils | 1 |

2. Supervising pupils in a classroom test
I expect that in a public school classroom during a test most teachers would do:

| | |
|---|---|
| A great deal of supervising pupils | 5 |
| A lot of supervising pupils | 4 |
| A moderate amount of supervising pupils | 3 |
| A slight amount of supervising pupils | 2 |
| Little or no supervising pupils | 1 |

3. Singing during a classroom singing period
I expect that in a public school classroom during a singing period most teachers would do:

| | |
|---|---|
| A great deal of singing with pupils | 5 |
| A lot of singing with pupils | 4 |
| A moderate amount of singing with pupils | 3 |
| A slight amount of singing with pupils | 2 |
| Little or no singing with pupils | 1 |

4. Ignoring pupils misbehaving in a classroom
I expect that in a public school classroom while pupils are misbehaving most teachers would do:

| | |
|---|---|
| A great deal of ignoring pupil misbehavior | 5 |
| A lot of ignoring pupil misbehavior | 4 |
| A moderate amount of ignoring pupil misbehavior | 3 |
| A slight amount of ignoring pupil misbehavior | 2 |
| Little or no ignoring pupil misbehavior | 1 |

5. Keeping pupils quiet in the library
I expect that in a public school library most teachers would do:

| | |
|---|---|
| A great deal of keeping pupils quiet | 5 |
| A lot of keeping pupils quiet | 4 |
| A moderate amount of keeping pupils quiet | 3 |
| A slight amount of keeping pupils quiet | 2 |
| Little or no keeping pupils quiet | 1 |

6. Speaking out at PTA Meeting in the auditorium
I expect that in a public school auditorium during a PTA Meeting most teachers would do:

| | |
|---|---|
| A great deal of speaking out | 5 |
| A lot of speaking out | 4 |
| A moderate amount of speaking out | 3 |
| A slight amount of speaking out | 2 |
| Little or no speaking out | 1 |

7. Policing the halls
I expect that in the public school halls most teachers would do:

| | |
|---|---|
| A great deal of policing | 5 |
| A lot of policing | 4 |
| A moderate amount of policing | 3 |
| A slight amount of policing | 2 |
| Little or no policing | 1 |

8. Disciplining pupils during basketball games in gym
I expect that in the public school gym during a basketball game most teachers would do:

| | |
|---|---|
| A great deal of disciplining pupils | 5 |
| A lot of disciplining pupils | 4 |
| A moderate amount of disciplining pupils | 3 |
| A slight amount of disciplining pupils | 2 |
| Little or no disciplining pupils | 1 |

9. Visiting with other teachers on playground
I expect that on a public school playground most teachers would do:

| | |
|---|---|
| A great deal of visiting with teachers | 5 |
| A lot of visiting with teachers | 4 |
| A moderate amount of visiting with teachers | 3 |
| A slight amount of visiting with teachers | 2 |
| Little or no visiting with teachers | 1 |

10. Cooperating with other teachers in school
I expect that in a public school most teachers would do:

| | |
|---|---|
| A great deal of cooperating with teachers | 5 |
| A lot of cooperating with teachers | 4 |
| A moderate amount of cooperating with teachers | 3 |
| A slight amount of cooperating with teachers | 2 |
| Little or no cooperating with teachers | 1 |

(A-2)

WHAT DO PEOPLE IN GENERAL EXPECT OF TEACHERS?

1. Watching pupils during study period
People in general expect that during a public school study period most teachers would do:

| | |
|---|---|
| A great deal of watching pupils | 5 |
| A lot of watching pupils | 4 |
| A moderate amount of watching pupils | 3 |
| A slight amount of watching pupils | 2 |
| Little or no watching pupils | 1 |

2. Supervising pupils in a classroom test
People in general expect that in a public school classroom during a test most teachers would do:

| | |
|---|---|
| A great deal of supervising pupils | 5 |
| A lot of supervising pupils | 4 |
| A moderate amount of supervising pupils | 3 |
| A slight amount of supervising pupils | 2 |
| Little or no supervising pupils | 1 |

3. Singing during a classroom singing period
People in general expect that in a public school classroom during a singing period most teachers would do:

| | |
|---|---|
| A great deal of singing with pupils | 5 |
| A lot of singing with pupils | 4 |
| A moderate amount of singing with pupils | 3 |
| A slight amount of singing with pupils | 2 |
| Little or no singing with pupils | 1 |

4. Ignoring pupils misbehaving in a classroom
People in general expect that in a public school classroom while pupils are misbehaving most teachers would do:

| | |
|---|---|
| A great deal of ignoring pupil misbehavior | 5 |
| A lot of ignoring pupil misbehavior | 4 |
| A moderate amount of ignoring pupil misbehavior | 3 |
| A slight amount of ignoring pupil misbehavior | 2 |
| Little or no ignoring pupil misbehavior | 1 |

5. Keeping pupils quiet in the library
People in general expect that in a public school library most teachers would do:

| | |
|---|---|
| A great deal of keeping pupils quiet | 5 |
| A lot of keeping pupils quiet | 4 |
| A moderate amount of keeping pupils quiet | 3 |
| A slight amount of keeping pupils quiet | 2 |
| Little or no keeping pupils quiet | 1 |

6. Speaking out at PTA meeting in the auditorium
People in general expect that in a public school auditorium during a PTA meeting most teachers would do:

| | |
|---|---|
| A great deal of speaking out | 5 |
| A lot of speaking out | 4 |
| A moderate amount of speaking out | 3 |
| A slight amount of speaking out | 2 |
| Little or no speaking out | 1 |

7. Policing the halls
People in general expect that in the public school halls most teachers would do:

| | |
|---|---|
| A great deal of policing | 5 |
| A lot of policing | 4 |
| A moderate amount of policing | 3 |
| A slight amount of policing | 2 |
| Little or no policing | 1 |

8. Disciplining pupils during basketball games in gym
People in general expect that in the public school gym during a basketball game most teachers would do:

| | |
|---|---|
| A great deal of disciplining pupils | 5 |
| A lot of disciplining pupils | 4 |
| A moderate amount of disciplining pupils | 3 |
| A slight amount of disciplining pupils | 2 |
| Little or no disciplining pupils | 1 |

9. Visiting with other teachers on playground
People in general expect that on a public school playground most teachers would do:

| | |
|---|---|
| A great deal of visiting with teachers | 5 |
| A lot of visiting with teachers | 4 |
| A moderate amount of visiting with teachers | 3 |
| A slight amount of visiting with teachers | 2 |
| Little or no visiting with teachers | 1 |

10. Cooperating with other teachers in school
People in general expect that in a public school most teachers would do:

| | |
|---|---|
| A great deal of cooperating with teachers | 5 |
| A lot of cooperating with teachers | 4 |
| A moderate amount of cooperating with teachers | 3 |
| A slight amount of cooperating with teachers | 2 |
| Little or no cooperating with teachers | 1 |



WHAT DO TEACHERS EXPECT OF OTHER TEACHERS?

1. Watching pupils during study period
Teachers expect that during a public school study period most other teachers would do:

| | |
|---|---|
| A great deal of watching pupils | 5 |
| A lot of watching pupils | 4 |
| A moderate amount of watching pupils | 3 |
| A slight amount of watching pupils | 2 |
| Little or no watching pupils | 1 |

2. Supervising pupils in a classroom test
Teachers expect that in a public school classroom during a test most other teachers would do:

| | |
|---|---|
| A great deal of supervising pupils | 5 |
| A lot of supervising pupils | 4 |
| A moderate amount of supervising pupils | 3 |
| A slight amount of supervising pupils | 2 |
| Little or no supervising pupils | 1 |

3. Singing during a classroom singing period
Teachers expect that in a public school classroom during a singing period most other teachers would do:

| | |
|---|---|
| A great deal of singing with pupils | 5 |
| A lot of singing with pupils | 4 |
| A moderate amount of singing with pupils | 3 |
| A slight amount of singing with pupils | 2 |
| Little or no singing with pupils | 1 |

4. Ignoring pupils misbehaving in a classroom
Teachers expect that in a public school classroom while pupils are misbehaving most other teachers would do:

| | |
|---|---|
| A great deal of ignoring pupil misbehavior | 5 |
| A lot of ignoring pupil misbehavior | 4 |
| A moderate amount of ignoring pupil misbehavior | 3 |
| A slight amount of ignoring pupil misbehavior | 2 |
| Little or no ignoring pupil misbehavior | 1 |

5. Keeping pupils quiet in the library
Teachers expect that in a public school library most other teachers would do:

| | |
|---|---|
| A great deal of keeping pupils quiet | 5 |
| A lot of keeping pupils quiet | 4 |
| A moderate amount of keeping pupils quiet | 3 |
| A slight amount of keeping pupils quiet | 2 |
| Little or no keeping pupils quiet | 1 |

6. Speaking out at PTA meeting in the auditorium
Teachers expect that in a public school auditorium during a PTA meeting most other teachers would do:

| | |
|---|---|
| A great deal of speaking out | 5 |
| A lot of speaking out | 4 |
| A moderate amount of speaking out | 3 |
| A slight amount of speaking out | 2 |
| Little or no speaking out | 1 |

7. Policing the halls
Teachers expect that in the public school halls most other teachers would do:

| | |
|---|---|
| A great deal of policing | 5 |
| A lot of policing | 4 |
| A moderate amount of policing | 3 |
| A slight amount of policing | 2 |
| Little or no policing | 1 |

8. Disciplining pupils during basketball game in gym
Teachers expect that in the public school gym during a basketball game most other teachers would do:

| | |
|---|---|
| A great deal of disciplining pupils | 5 |
| A lot of disciplining pupils | 4 |
| A moderate amount of disciplining pupils | 3 |
| A slight amount of disciplining pupils | 2 |
| Little or no disciplining pupils | 1 |

9. Visiting with other teachers on playground
Teachers expect that on a public school playground most other teachers would do:

| | |
|---|---|
| A great deal of visiting with teachers | 5 |
| A lot of visiting with teachers | 4 |
| A moderate amount of visiting with teachers | 3 |
| A slight amount of visiting with teachers | 2 |
| Little or no visiting with teachers | 1 |

10. Cooperating with other teachers in school
Teachers expect that in a public school most other teachers would do:

| | |
|---|---|
| A great deal of cooperating with teachers | 5 |
| A lot of cooperating with teachers | 4 |
| A moderate amount of cooperating with teachers | 3 |
| A slight amount of cooperating with teachers | 2 |
| Little or no cooperating with teachers | 1 |

(A-4)

WHAT DO SCHOOL OFFICIALS EXPECT OF TEACHERS?

1. Watching pupils during study period
School officials expect that during a public school study period most teachers would do:

| | |
|---|---|
| A great deal of watching pupils | 5 |
| A lot of watching pupils | 4 |
| A moderate amount of watching pupils | 3 |
| A slight amount of watching pupils | 2 |
| Little or no watching pupils | 1 |

2. Supervising pupils in a classroom test
School officials expect that in a public school classroom during a test most teachers would do:

| | |
|---|---|
| A great deal of supervising pupils | 5 |
| A lot of supervising pupils | 4 |
| A moderate amount of supervising pupils | 3 |
| A slight amount of supervising pupils | 2 |
| Little or no supervising pupils | 1 |

3. Singing during a classroom singing period
School officials expect that in a public school classroom during a singing period most teachers would do:

| | |
|---|---|
| A great deal of singing with pupils | 5 |
| A lot of singing with pupils | 4 |
| A moderate amount of singing with pupils | 3 |
| A slight amount of singing with pupils | 2 |
| Little or no singing with pupils | 1 |

4. Ignoring pupils misbehaving in a classroom
School officials expect that in a public school classroom while pupils are misbehaving most teachers would do:

| | |
|---|---|
| A great deal of ignoring pupil misbehavior | 5 |
| A lot of ignoring pupil misbehavior | 4 |
| A moderate amount of ignoring pupil misbehavior | 3 |
| A slight amount of ignoring pupil misbehavior | 2 |
| Little or no ignoring pupil misbehavior | 1 |

5. Keeping pupils quiet in the library
School officials expect that in a public school library most teachers would do:

| | |
|---|---|
| A great deal of keeping pupils quiet | 5 |
| A lot of keeping pupils quiet | 4 |
| A moderate amount of keeping pupils quiet | 3 |
| A slight amount of keeping pupils quiet | 2 |
| Little or no keeping pupils quiet | 1 |

6. Speaking out at PTA meetings in the auditorium
School officials expect that in a public school auditorium during a PTA meeting most teachers would do:

| | |
|---|---|
| A great deal of speaking out | 5 |
| A lot of speaking out | 4 |
| A moderate amount of speaking out | 3 |
| A slight amount of speaking out | 2 |
| Little or no speaking out | 1 |

7. Policing the halls
School officials expect that in the public school halls most teachers would do:

| | |
|---|---|
| A great deal of policing | 5 |
| A lot of policing | 4 |
| A moderate amount of policing | 3 |
| A slight amount of policing | 2 |
| Little or no policing | 1 |

8. Disciplining pupils during basketball game in gym
School officials expect that in the public school gym during a basketball game most teachers would do:

| | |
|---|---|
| A great deal of disciplining pupils | 5 |
| A lot of disciplining pupils | 4 |
| A moderate amount of disciplining pupils | 3 |
| A slight amount of disciplining pupils | 2 |
| Little or no disciplining pupils | 1 |

9. Visiting with other teachers on playground
School officials expect that on a public school playground most teachers would do:

| | |
|---|---|
| A great deal of visiting with teachers | 5 |
| A lot of visiting with teachers | 4 |
| A moderate amount of visiting with teachers | 3 |
| A slight amount of visiting with teachers | 2 |
| Little or no visiting with teachers | 1 |

10. Cooperating with other teachers in school
School officials expect that in a public school most teachers would do:

| | |
|---|---|
| A great deal of cooperating with teachers | 5 |
| A lot of cooperating with teachers | 4 |
| A moderate amount of cooperating with teachers | 3 |
| A slight amount of cooperating with teachers | 2 |
| Little or no cooperating with teachers | 1 |

(A-5)

WHAT DO YOU MOST LIKE AND LEAST LIKE TEACHERS TO DO?

| | Most Like | Least Like |
|---|---|---|
| **1. Watching pupils during study period**<br>I most like and least like teachers during a public school study period to do: | | |
| A great deal of watching pupils | 5 | 5 |
| A lot of watching pupils | 4 | 4 |
| A moderate amount of watching pupils | 3 | 3 |
| A slight amount of watching pupils | 2 | 2 |
| Little or no watching pupils | 1 | 1 |
| **2. Supervising pupils in a classroom test**<br>I most like and least like teachers in a public school classroom during a test to do: | | |
| A great deal of supervising pupils | 5 | 5 |
| A lot of supervising pupils | 4 | 4 |
| A moderate amount of supervising pupils | 3 | 3 |
| A slight amount of supervising pupils | 2 | 2 |
| Little or no amount of supervising pupils | 1 | 1 |
| **3. Singing during a classroom singing period**<br>I most like and least like teachers in a public school classroom during a singing period to do: | | |
| A great deal of singing with pupils | 5 | 5 |
| A lot of singing with pupils | 4 | 4 |
| A moderate amount of singing with pupils | 3 | 3 |
| A slight amount of singing with pupils | 2 | 2 |
| Little or no singing with pupils | 1 | 1 |
| **4. Ignoring pupils misbehaving in a classroom**<br>I most like and least like teachers in a public school classroom to do: | | |
| A great deal of ignoring pupil misbehavior | 5 | 5 |
| A lot of ignoring pupil misbehavior | 4 | 4 |
| A moderate amount of ignoring pupil ... | 3 | 3 |
| A slight amount of ignoring pupil misbehavior | 2 | 2 |
| Little or no ignoring pupil misbehavior | 1 | 1 |

| | Most Like | Least Like |
|---|---|---|
| **5. Keeping pupils quiet in the library**<br>I most like and least like teachers in a public school library to do: | | |
| A great deal of keeping pupils quiet | 5 | 5 |
| A lot of keeping pupils quiet | 4 | 4 |
| A moderate amount of keeping pupils quiet | 3 | 3 |
| A slight amount of keeping pupils quiet | 2 | 2 |
| Little or no keeping pupils quiet | 1 | 1 |
| **6. Speaking out at PTA meeting in the auditorium**<br>I most like and least like teachers in a public school auditorium to do: | | |
| A great deal of speaking out | 5 | 5 |
| A lot of speaking out | 4 | 4 |
| A moderate amount of speaking out | 3 | 3 |
| A slight amount of speaking out | 2 | 2 |
| Little or no speaking out | 1 | 1 |
| **7. Policing the halls**<br>I most like and least like teachers in the public school halls to do: | | |
| A great deal of policing | 5 | 5 |
| A lot of policing | 4 | 4 |
| A moderate amount of policing | 3 | 3 |
| A slight amount of policing | 2 | 2 |
| Little or no policing | 1 | 1 |
| **8. Disciplining pupils during basketball game in gym**<br>I most like and least like teachers in a public school gym during a basketball game to do: | | |
| A great deal of disciplining pupils | 5 | 5 |
| A lot of disciplining pupils | 4 | 4 |
| A moderate amount of disciplining pupils | 3 | 3 |
| A slight amount of disciplining pupils | 2 | 2 |
| Little or no disciplining pupils | 1 | 1 |
| **9. Visiting with other teachers on playground**<br>I most like and least like teachers on the public school playground to do: | | |
| A great deal of visiting with other teachers | 5 | 5 |
| A lot of visiting with other teachers | 4 | 4 |
| A moderate amount of visiting with other ... | 3 | 3 |
| A slight amount of visiting with other ... | 2 | 2 |
| Little or no visiting with other teachers | 1 | 1 |

| | Most Like | Least Like |
|---|---|---|
| 10. Cooperating with other teachers in school<br>I most like and least like teachers in a public school to do: | | |
| A great deal of cooperating with teachers | 5 | 5 |
| A lot of cooperating with teachers | 4 | 4 |
| A moderate amount of cooperating with ... | 3 | 3 |
| A slight amount of cooperating with teachers | 2 | 2 |
| Little or no cooperating with teachers | 1 | 1 |

(A-6)

WHAT DO PEOPLE IN GENERAL MOST LIKE AND LEAST LIKE TEACHERS TO DO?

| | | |
|---|---|---|
| 1. Watching pupils during study period<br>People in general most like and least like teachers during a public school study period to do: | | |
| A great deal of watching pupils | 5 | 5 |
| A lot of watching pupils | 4 | 4 |
| A moderate amount of watching pupils | 3 | 3 |
| A slight amount of watching pupils | 2 | 2 |
| Little or no watching pupils | 1 | 1 |
| 2. Supervising pupils in a classroom test<br>People in general most like and least like teachers in a public school classroom during a test to do: | | |
| A great deal of supervising pupils | 5 | 5 |
| A lot of supervising pupils | 4 | 4 |
| A moderate amount of supervising pupils | 3 | 3 |
| A slight amount of supervising pupils | 2 | 2 |
| Little or no supervising pupils | 1 | 1 |
| 3. Singing during a classroom singing period<br>People in general most like and least like teachers in a public school classroom during a singing period to do: | | |
| A great deal of singing with pupils | 5 | 5 |
| A lot of singing with pupils | 4 | 4 |
| A moderate amount of singing with pupils | 3 | 3 |
| A slight amount of singing with pupils | 2 | 2 |
| Little or no singing with pupils | 1 | 1 |

| | Most like | Least like |
|---|---|---|
| 4. Ignoring pupils misbehavior in a classroom<br>People in general most like and least like teachers in a public school classroom to do: | | |
| A great deal of ignoring pupil misbehavior | 5 | 5 |
| A lot of ignoring pupil misbehavior | 4 | 4 |
| A moderate amount of ignoring pupil ... | 3 | 3 |
| A slight amount of ignoring pupil misbehavior | 2 | 2 |
| Little or no ignoring pupil misbehavior | 1 | 1 |
| 5. Keeping pupils quiet in the library<br>People in general most like and least like teachers in a public school library to do: | | |
| A great deal of keeping pupils quiet | 5 | 5 |
| A lot of keeping pupils quiet | 4 | 4 |
| A moderate amount of keeping pupils quiet | 3 | 3 |
| A slight amount of keeping pupils quiet | 2 | 2 |
| Little or no keeping pupils quiet | 1 | 1 |
| 6. Breaking out at PTA meeting in the auditorium<br>People in general most like and least like teachers in a public school auditorium to do: | | |
| A great deal of speaking out | 5 | 5 |
| A lot of speaking out | 4 | 4 |
| A moderate amount of speaking out | 3 | 3 |
| A slight amount of speaking out | 2 | 2 |
| Little or no speaking out | 1 | 1 |
| 7. Policing the halls<br>People in general most like and least like teachers in the public school halls to do: | | |
| A great deal of policing | 5 | 5 |
| A lot of policing | 4 | 4 |
| A moderate amount of policing | 3 | 3 |
| A slight amount of policing | 2 | 2 |
| Little or no policing | 1 | 1 |
| 8. Disciplining pupils during basketball games in gym<br>People in general most like and least like teachers in the public school gym during a basketball game to do: | | |
| A great deal of disciplining pupils | 5 | 5 |
| A lot of disciplining pupils | 4 | 4 |
| A moderate amount of disciplining pupils | 3 | 3 |
| A slight amount of disciplining pupils | 2 | 2 |
| Little or no disciplining pupils | 1 | 1 |

| | Most like | Least like |
|---|---|---|
| 9. Visiting with other teachers on playground<br>People in general most like and least like teachers on the public school playground to do: | | |
| A great deal of visiting with teachers | 5 | 5 |
| A lot of visiting with teachers | 4 | 4 |
| A moderate amount of visiting with teachers | 3 | 3 |
| A slight amount of visiting with teachers | 2 | 2 |
| Little or no visiting with teachers | 1 | 1 |
| 10. Cooperating with other teachers in school<br>People in general most like and least like teachers in a public school to do: | | |
| A great deal of cooperating with teachers | 5 | 5 |
| A lot of cooperating with teachers | 4 | 4 |
| A moderate amount of cooperating with ... | 3 | 3 |
| A slight amount of cooperating with teachers | 2 | 2 |
| Little or no cooperating with teachers | 1 | 1 |



WHAT DO TEACHERS MOST LIKE AND LEAST LIKE OTHER TEACHERS TO DO?

| | Most like | Least like |
|---|---|---|
| 1. Watching pupils during study period<br>Teachers most like and least like other teachers during a public school study period to do: | | |
| A great deal of watching pupils | 5 | 5 |
| A lot of watching pupils | 4 | 4 |
| A moderate amount of watching pupils | 3 | 3 |
| A slight amount of watching pupils | 2 | 2 |
| Little or no watching pupils | 1 | 1 |
| 2. Supervising pupils in a classroom test<br>Teachers most like and least like other teachers in a public school classroom during a test to do: | | |
| A great deal of supervising pupils | 5 | 5 |
| A lot of supervising pupils | 4 | 4 |
| A moderate amount of supervising pupils | 3 | 3 |
| A slight amount of supervising pupils | 2 | 2 |
| Little or no supervising pupils | 1 | 1 |

| | Most like | Least like |
|---|---|---|
| **3. Singing during a classroom singing period**<br>Teachers most like and least like other teachers in a public school classroom during a singing period to do: | | |
| A great deal of singing with pupils | 5 | 5 |
| A lot of singing with pupils | 4 | 4 |
| A moderate amount of singing with pupils | 3 | 3 |
| A slight amount of singing with pupils | 2 | 2 |
| Little or no singing with pupils | 1 | 1 |
| **4. Ignoring pupils misbehavior in a classroom**<br>Teachers most like and least like other teachers in a public school classroom to do: | | |
| A great deal of ignoring pupil misbehavior | 5 | 5 |
| A lot of ignoring pupil misbehavior | 4 | 4 |
| A moderate amount of ignoring pupil ... | 3 | 3 |
| A slight amount of ignoring pupil misbehavior | 2 | 2 |
| Little or no ignoring pupil misbehavior | 1 | 1 |
| **5. Keeping pupils quiet in the library**<br>Teachers most like and least like other teachers in a public school library to do: | | |
| A great deal of keeping pupils quiet | 5 | 5 |
| A lot of keeping pupils quiet | 4 | 4 |
| A moderate amount of keeping pupils quiet | 3 | 3 |
| A slight amount of keeping pupils quiet | 2 | 2 |
| Little or no keeping pupils quiet | 1 | 1 |
| **6. Breaking out at PTA meetings in the auditorium**<br>Teachers most like and least like other teachers in a public school auditorium to do: | | |
| A great deal of speaking out | 5 | 5 |
| A lot of speaking out | 4 | 4 |
| A moderate amount of speaking out | 3 | 3 |
| A slight amount of speaking out | 2 | 2 |
| Little or no speaking out | 1 | 1 |
| **7. Policing the halls**<br>Teachers most like and least like other teachers in the public school halls to do: | | |
| A great deal of policing | 5 | 5 |
| A lot of policing | 4 | 4 |
| A moderate amount of policing | 3 | 3 |
| A slight amount of policing | 2 | 2 |
| Little or no policing | 1 | 1 |

| | Most like | Least like |
|---|---|---|
| 8. Disciplining pupils during basketball game in gym<br>Teachers most like and least like other teachers in a public school gym during a basketball game to do: | | |
| A great deal of disciplining pupils | 5 | 5 |
| A lot of disciplining pupils | 4 | 4 |
| A moderate amount of disciplining pupils | 3 | 3 |
| A slight amount of disciplining pupils | 2 | 2 |
| Little or no disciplining pupils | 1 | 1 |
| 9. Visiting with other teachers on playground<br>Teachers most like and least like other teachers on the public school playground to do: | | |
| A great deal of visiting with other teachers | 5 | 5 |
| A lot of visiting with other teachers | 4 | 4 |
| A moderate amount of visiting with other... | 3 | 3 |
| A slight amount of visiting with other ... | 2 | 2 |
| Little or no visiting with other teachers | 1 | 1 |
| 10. Cooperating with other teachers in school<br>Teachers most like and least like other teachers in a public school to do: | | |
| A great deal of cooperating with teachers | 5 | 5 |
| A lot of cooperating with teachers | 4 | 4 |
| A moderate amount of cooperating with ... | 3 | 3 |
| A slight amount of cooperating with teachers | 2 | 2 |
| Little or no cooperating with teachers | 1 | 1 |

(A-4)

WHAT DO SCHOOL OFFICIALS MOST LIKE AND LEAST LIKE TEACHERS TO DO?

| | | |
|---|---|---|
| 1. Watching pupils during study period<br>School officials most like and least like teachers during a public school study period to do: | | |
| A great deal of watching pupils | 5 | 5 |
| A lot of watching pupils | 4 | 4 |
| A moderate amount of watching pupils | 3 | 3 |
| A slight amount of watching pupils | 2 | 2 |
| Little or no watching pupils | 1 | 1 |

| | Most Like | Least Like |
|---|---|---|
| 2. Supervising pupils in a classroom test<br>School officials most like and least like teachers in a public school classroom during a test to do: | | |
| A great deal of supervising pupils | 5 | 5 |
| A lot of supervising pupils | 4 | 4 |
| A moderate amount of supervising pupils | 3 | 3 |
| A slight amount of supervising pupils | 2 | 2 |
| Little or no supervising pupils | 1 | 1 |
| 3. Singing during a classroom singing period<br>School officials most like and least like teachers in a public school classroom during a singing period to do: | | |
| A great deal of singing with pupils | 5 | 5 |
| A lot of singing with pupils | 4 | 4 |
| A moderate amount of singing with pupils | 3 | 3 |
| A slight amount of singing with pupils | 2 | 2 |
| Little or no singing with pupils | 1 | 1 |
| 4. Ignoring pupils misbehaving in a classroom<br>School officials most like and least like teachers in a public school classroom to do: | | |
| A great deal of ignoring pupil misbehavior | 5 | 5 |
| A lot of ignoring pupil misbehavior | 4 | 4 |
| A moderate amount of ignoring pupil ... | 3 | 3 |
| A slight amount of ignoring pupil misbehavior | 2 | 2 |
| Little or no ignoring pupil misbehavior | 1 | 1 |
| 5. Keeping pupils quiet in the library<br>School officials most like and least like teachers in a public school library to do: | | |
| A great deal of keeping pupils quiet | 5 | 5 |
| A lot of keeping pupils quiet | 4 | 4 |
| A moderate amount of keeping pupils quiet | 3 | 3 |
| A slight amount of keeping pupils quiet | 2 | 2 |
| Little or no keeping pupils quiet | 1 | 1 |
| 6. Speaking out at PTA meetings in the auditorium<br>School officials most like and least like teachers in a public school auditorium to do: | | |
| A great deal of speaking out | 5 | 5 |
| A lot of speaking out | 4 | 4 |
| A moderate amount of speaking out | 3 | 3 |
| A slight amount of speaking out | 2 | 2 |
| Little or no speaking out | 1 | 1 |

| | Most like | Least like |
|---|---|---|
| **7. Policing the halls** School officials most like and least like teachers in the public school halls to do: | | |
| A great deal of policing | 5 | 5 |
| A lot of policing | 4 | 4 |
| A moderate amount of policing | 3 | 3 |
| A slight amount of policing | 2 | 2 |
| Little or no policing | 1 | 1 |
| **8. Disciplining pupils during basketball game in gym** School officials most like and least like teachers in a public school gym during a basketball game to do: | | |
| A great deal of disciplining pupils | 5 | 5 |
| A lot of disciplining pupils | 4 | 4 |
| A moderate amount of disciplining pupils | 3 | 3 |
| A slight amount of disciplining pupils | 2 | 2 |
| Little or no disciplining pupils | 1 | 1 |
| **9. Visiting with other teachers on playground** School officials most like and least like teachers on the public school playground to do: | | |
| A great deal of visiting with other teachers | 5 | 5 |
| A lot of visiting with other teachers | 4 | 4 |
| A moderate amount of visiting with other... | 3 | 3 |
| A slight amount of visiting with other ... | 2 | 2 |
| Little or no visiting with other teachers | 1 | 1 |
| **10. Cooperating with other teachers in school** School officials most like and least like teachers in a public school to do: | | |
| A great deal of cooperating with teachers | 5 | 5 |
| A lot of cooperating with teachers | 4 | 4 |
| A moderate amount of cooperating with ... | 3 | 3 |
| A slight amount of cooperating with teachers | 2 | 2 |
| Little or no cooperating with teachers | 1 | 1 |

(A-9)

WHAT DO YOU EXPECT OF YOURSELF?

1. Watching pupils during study period
I expect that if I were in a study period I would do:

| | |
|---|---|
| A great deal of watching pupils | 5 |
| A lot of watching pupils | 4 |
| A moderate amount of watching pupils | 3 |
| A slight amount of watching pupils | 2 |
| Little or no watching pupils | 1 |

2. Supervising pupils in a classroom test
I would expect that if I were in a public school classroom during a test I would do:

| | |
|---|---|
| A great deal of supervising pupils | 5 |
| A lot of supervising pupils | 4 |
| A moderate amount of supervising pupils | 3 |
| A slight amount of supervising pupils | 2 |
| Little or no supervising pupils | 1 |

3. Singing during a classroom singing period
I expect that if I were in a public school classroom during a singing period I would do:

| | |
|---|---|
| A great deal of singing with pupils | 5 |
| A lot of singing with pupils | 4 |
| A moderate amount of singing with pupils | 3 |
| A slight amount of singing with pupils | 2 |
| Little or no singing with pupils | 1 |

4. Ignoring pupil misbehavior in a classroom
I expect that if I were in a public school classroom while pupils are misbehaving I would do:

| | |
|---|---|
| A great deal of ignoring pupil misbehavior | 5 |
| A lot of ignoring pupil misbehavior | 4 |
| A moderate amount of ignoring pupil misbehavior | 3 |
| A slight amount of ignoring pupil misbehavior | 2 |
| Little or no ignoring pupil misbehavior | 1 |

5. Keeping pupils quiet in the library
I expect that if I were in a public school library I would do:

| | |
|---|---|
| A great deal of keeping pupils quiet | 5 |
| A lot of keeping pupils quiet | 4 |
| A moderate amount of keeping pupils quiet | 3 |
| A slight amount of keeping pupils quiet | 2 |
| Little or no keeping pupils quiet | 1 |

6. Speaking out at PTA meeting in the auditorium
I expect that if I were in a public school auditorium during a PTA meeting I would do:

| | |
|---|---|
| A great deal of speaking out | 5 |
| A lot of speaking out | 4 |
| A moderate amount of speaking out | 3 |
| A slight amount of speaking out | 2 |
| Little or no speaking out | 1 |

7. Policing the halls
I expect that if I were in the public school halls I would do:

| | |
|---|---|
| A great deal of policing | 5 |
| A lot of policing | 4 |
| A moderate amount of policing | 3 |
| A slight amount of policing | 2 |
| Little or no policing | 1 |

8. Disciplining pupils during basketball game in gym
I expect that if I were in the public school gym during a basketball game I would do:

| | |
|---|---|
| A great deal of disciplining pupils | 5 |
| A lot of disciplining pupils | 4 |
| A moderate amount of disciplining pupils | 3 |
| A slight amount of disciplining pupils | 2 |
| Little or no disciplining pupils | 1 |

9. Visiting with other teachers on playground
I expect that if I were on a public school playground I would do:

| | |
|---|---|
| A great deal of visiting with teachers | 5 |
| A lot of visiting with teachers | 4 |
| A moderate amount of visiting with teachers | 3 |
| A slight amount of visiting with teachers | 2 |
| Little or no visiting with teachers | 1 |

10. Cooperating with other teachers in school
I expect that in a public school I would do:

| | |
|---|---|
| A great deal of cooperating with teachers | 5 |
| A lot of cooperating with teachers | 4 |
| A moderate amount of cooperating with teachers | 3 |
| A slight amount of cooperating with teachers | 2 |
| Little or no cooperating with teachers | 1 |

Form B

(B-1)

WHAT DO YOU EXPECT OF TEACHERS?

1. Visiting with other teachers during study period
I expect that during a public school study period most teachers would do:

| | |
|---|---|
| A great deal of visiting with other teachers | 5 |
| A lot of visiting with other teachers | 4 |
| A moderate amount of visiting with other ... | 3 |
| A slight amount of visiting with other teachers | 2 |
| Little or no visiting with other teachers | 1 |

2. Watching for cheaters during a classroom test
I expect that in a public school classroom during a test most teachers would do:

| | |
|---|---|
| A great deal of watching for cheaters | 5 |
| A lot of watching for cheaters | 4 |
| A moderate amount of watching for cheaters | 3 |
| A slight amount of watching for cheaters | 2 |
| Little or no watching for cheaters | 1 |

3. Having pupils sing solos during a classroom singing period
I expect that in a public school classroom during a singing period most teachers would do:

| | |
|---|---|
| A great deal of singing of solos by pupils | 5 |
| A lot of singing of solos by pupils | 4 |
| A moderate amount of singing of solos by pupils | 3 |
| A slight amount of singing of solos by pupils | 2 |
| Little or no singing of solos by pupils | 1 |

4. Telling misbehaving pupils in the classroom to stop talking
I expect that in a public school classroom while pupils are misbehaving most teachers would do:

| | |
|---|---|
| A great deal of telling to stop talking | 5 |
| A lot of telling to stop talking | 4 |
| A moderate amount of telling to stop talking | 3 |
| A slight amount of telling to stop talking | 2 |
| Little or no telling to stop talking | 1 |

5. Doing own studying and grading in the library
I expect that in the public school library most teachers would do:

| | |
|---|---|
| A great deal of studying and grading | 5 |
| A lot of studying and grading | 4 |
| A moderate amount of studying and grading | 3 |
| A slight amount of studying and grading | 2 |
| Little or no studying and grading | 1 |

6. Attending PTA meetings in the auditorium
I expect that in the public school auditorium most teachers would do:

| | |
|---|---|
| A great deal of attending of PTA meetings | 5 |
| A lot of attending of PTA meetings | 4 |
| A moderate amount of attending of PTA meetings | 3 |
| A slight amount of attending of PTA meetings | 2 |
| Little or no attending of PTA meetings | 1 |

7. Allowing pupils to explore during experiments in the laboratory
I expect that in a public school laboratory during experiments most teachers would do:

| | |
|---|---|
| A great deal of allowing to explore in experiments | 5 |
| A lot of allowing to explore in experiments | 4 |
| A moderate amount of allowing to explore in ... | 3 |
| A slight amount of allowing to explore in ... | 2 |
| Little or no allowing to explore in experiments | 1 |

8. Kibitzing during basketball game in gym
I expect that in the public school gym during a basketball game most teachers would do:

| | |
|---|---|
| A great deal of kibitzing during the game | 5 |
| A lot of kibitzing during the game | 4 |
| A moderate amount of kibitzing during the game | 3 |
| A slight amount of kibitzing during the game | 2 |
| Little or no kibitzing during the game | 1 |

9. Supervising on playground
I expect that on the public school playground most teachers would do:

| | |
|---|---|
| A great deal of supervising on playground | 5 |
| A lot of supervising on playground | 4 |
| A moderate amount of supervising on playground | 3 |
| A slight amount of supervising on playground | 2 |
| Little or no supervising on playground | 1 |

10. Cooperating with the principal in school
I expect that in a public school most teachers would do:

| | |
|---|---|
| A great deal of cooperating with principal | 5 |
| A lot of cooperating with the principal | 4 |
| A moderate amount of cooperating with principal | 3 |
| A slight amount of cooperating with principal | 2 |
| Little or no cooperating with the principal | 1 |

Form C

(C-1)

WHAT DO YOU EXPECT OF TEACHERS?

1. Reading own books during study period
I expect that during a public school study period most teachers would do:

| | |
|---|---|
| A great deal of reading own books | 5 |
| A lot of reading own books | 4 |
| A moderate amount of reading own books | 3 |
| A slight amount of reading own books | 2 |
| Little or no reading own books | 1 |

2. Leaving the room during a classroom test
I expect that in a public school classroom during a test most teachers would do:

| | |
|---|---|
| A great deal of leaving the classroom ... | 5 |
| A lot of leaving the classroom during a test | 4 |
| A moderate amount of leaving the classroom ... | 3 |
| A slight amount of leaving the classroom ... | 2 |
| Little or no leaving the classroom during a test | 1 |

3. Grading papers during a classroom singing period
I expect that in a public school classroom during a singing period most teachers would do:

| | |
|---|---|
| A great deal of grading papers | 5 |
| A lot of grading papers | 4 |
| A moderate amount of grading papers | 3 |
| A slight amount of grading papers | 2 |
| Little or no grading papers | 1 |

4. Threatening pupils misbehaving in the classroom
I expect that in a public school classroom while pupils are misbehaving most teachers would do:

| | |
|---|---|
| A great deal of threatening the pupils | 5 |
| A lot of threatening the pupils | 4 |
| A moderate amount of threatening the pupils | 3 |
| A slight amount of threatening the pupils | 2 |
| Little or no threatening the pupils | 1 |

5. Choosing books for pupils in the classroom
I expect that in the public school library most teachers would do:

| | |
|---|---|
| A great deal of choosing books for pupils | 5 |
| A lot of choosing books for pupils | 4 |
| A moderate amount of choosing books for pupils | 3 |
| A slight amount of choosing books for pupils | 2 |
| Little or no choosing books for pupils | 1 |

6. Visiting with parents during PTA meeting in the auditorium
I expect that in the public school auditorium during a PTA meeting most teachers would do:

| | |
|---|---|
| A great deal of visiting with parents | 5 |
| A lot of visiting with parents | 4 |
| A moderate amount of visiting with parents | 3 |
| A slight amount of visiting with parents | 2 |
| Little or no visiting with parents | 1 |

7. Being partisan during football game on athletic field
I expect that on the public school athletic field during a football game most teachers would do:

| | |
|---|---|
| A great deal of being partisan during game | 5 |
| A lot of being partisan during game | 4 |
| A moderate amount of being partisan during game | 3 |
| A slight amount of being partisan during game | 2 |
| Little or no being partisan during game | 1 |

8. Doing menial tasks during basketball game in gym
I expect that in the public school gym during a basketball game most teachers would do:

| | |
|---|---|
| A great deal of menial tasks during game | 5 |
| A lot of menial tasks during game | 4 |
| A moderate amount of menial tasks during game | 3 |
| A slight amount of menial tasks during game | 2 |
| Little or no menial tasks during game | 1 |

9. Disciplining pupils in the cafeteria
I expect that in the public school cafeteria most teachers would do:

| | |
|---|---|
| A great deal of disciplining pupils | 5 |
| A lot of disciplining pupils | 4 |
| A moderate amount of disciplining pupils | 3 |
| A slight amount of disciplining pupils | 2 |
| Little or no disciplining pupils | 1 |

10. Participating in community activities out of school
I expect that while not on the job most teachers would do:

| | |
|---|---|
| A great deal of participating in activities | 5 |
| A lot of participating in activities | 4 |
| A moderate amount of participating in ... | 3 |
| A slight amount of participating in activities | 2 |
| Little or no participating in activities | 1 |

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